

ATHLETIC JOURNAL

January, 1959

Vol. XXXIX No. 5

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FRONT COVER ILLUSTRATION

This year many college players will be wearing a special patch commemorating the Centennial of Intercollegiate Baseball, similar to that worn on the arm of John Macilwaine. John batted .404 as a freshman with the Ohio Wesleyan varsity, and last year .400 as a sophomore. His home run in the tenth inning of the last game of the season gave Ohio Wesleyan an undefeated baseball season.

A Look At This Issue and a Glance Ahead

Variety could well sum up this issue and to that we would add the word, *illustrated*. In the first category, there are articles on track, gymnastics, baseball, football, basketball, volleyball, swimming, and facilities. Under the heading, *illustrated*, we would hasten to point out the 74 pictures used to illustrate the second part of Dick Holzaepfel's article as well as the 61 baseball photographs which are part of the two articles on hitting by Les Michael and Reg Matthews. Ten sequence photos were used in conjunction with "Skip" O'Connor's fine article on

the high jump. In case there might be a feeling that we have *shot our wad* as far as pictures are concerned, we would like to point out that scheduled for February is a superb article on catching by Frank Sancet, illustrated with about 50 sequence photographs. Illustrated track articles include write-ups of Dave Mills, national high school record breaker in the 440, and Alex Henderson of Arizona State (Tempe), record breaker in the two mile. The third of our current "For Your Bulletin Board" series is scheduled for next month and will be entitled *Catching in Baseball*.

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*from here
and there*

A few years ago 54 per cent of all football injuries were to a player's face and dental area. Now, thanks to the wide use of face guards and teeth protectors, this figure has been reduced to 21 per cent . . . Notre Dame has added swimming to its varsity program this year. Dennis Stark, formerly director of aquatics at the South Bend YMCA, will coach the team . . . J. Robert Eddy resigned his position as executive secretary of the New Hampshire State Association to become director of health and physical education for the West Hartford, Connecticut, School System . . . In 1960 the country's elementary schools will have 110 pupils for every 100 in attendance today which means that by 1968 the high schools will have to take 40 per cent more students than they accommodate today . . . Not only are more schools playing baseball than formerly, but most schools are playing more games per season. As an illustration, during the five-year period immediately preceding the war Michigan State teams averaged 24 games a season, while from the end of the war through the 1957 season they averaged 27 games per year . . . During the 24 years that Hank Iba has been at Oklahoma State his teams have played 73 games with Southwest Conference teams and won 92 per cent of them. Against Big Eight Conference teams he has managed to win 60 per cent of the games played, while against Missouri Valley teams he has won 77 per cent. Of all the teams in those conferences, only Kansas, Kansas State, and Bradley hold an edge over Iba as he starts his silver anniversary year of coaching at Oklahoma State. In addition to Clarence Iba at Tulsa, Hank has two other brothers who are coaches, Howard at Central High School, St. Joseph, Missouri, and Earl at Ashland, Oregon, High School.

ACCORDING to a recent survey conducted by the National Golf Foundation, 475 new golf courses were opened during the year just

passed or are under construction. Of this number 282 are 9 hole courses. All of the states except Vermont, New Jersey, and South Dakota have courses under construction and New Jersey and South Dakota completed new courses last year. A whopping 928 new courses are in the planning stage . . . Texas schools will ballot this spring on a proposal which would abolish spring football practice and stipulate three weeks of fall practice before the first game. Under the present plan, Texas schools are only required to have two weeks of fall practice before the first game . . . Bobby Dodd, in commenting on the number of so-called "up-sets" said: "The teams are more nearly matched in potential. It all goes back to the fact that high school coaching has improved because of clinics and other factors, and they are sending better prepared athletes to college." . . . Speaking of clinics, have you noticed the growing trend toward holding football clinics during the spring? Some years ago practically all clinics and coaching schools were held during the summer months . . . This may be a tough one to answer, but we wonder if any coach can surpass the record of Charles Hettrich of Blackwell, Oklahoma? Six of his former high school athletes are participating on one college varsity squad at one time. The six in question are members of Myron Roderick's wrestling team at Oklahoma State. Roderick, by the way, has just been appointed to Protection Equipment Company's advisory staff . . . Lou Friedrichs, coach at St. Ambrose College, was Terry Brennan's coach when the latter played at Marquette High School in Milwaukee . . . Cross-country has been a sport at Union College (Schenectady, N. Y.) since 1908. In the intervening 40 years, the team has only experienced seven losing seasons. Athletic director, Bill Ketz, has been coaching the team since 1931 . . . There are 30 interscholastic sports conducted within New York state. Only five sports showed a decreased percentage in the number of schools

(Concluded on page 63)

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Big gym. Big job. Seal-O-San® used here—the tough gym floor finish that is non-skid, glare-free Grasshold & Johnson, A.I.A., Milwaukee, Architects

Rip Van Winkle plans longer floor life program for Brookfield High

"Like anyone with a new gym floor, we wanted to see it stay new looking," said Ed Fricke, Superintendent of Buildings and Grounds at Brookfield, Wisconsin. "We called in Rip Van Winkle of Huntington Laboratories. He suggested Seal-O-San Gym Floor Finish as the best of the Seal-O-San products for our traffic and use conditions. He followed this up with the suggestion that

Huntolene® Antiseptic Floor Treatment be used for daily dust mopping. We liked the idea of controlling germs that are found on floors as well as those that settle from the air.

"Today we're mighty pleased with the maintenance program. The floor looks good. And our costs are in hand. Our coach, Ronald Blomberg, likes Seal-O-San because the boys don't slip and slide."



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THE FOOTBALL DRILL OF THE MONTH

PREPARED BY GEORGE ALLEN

5

THE DRILL

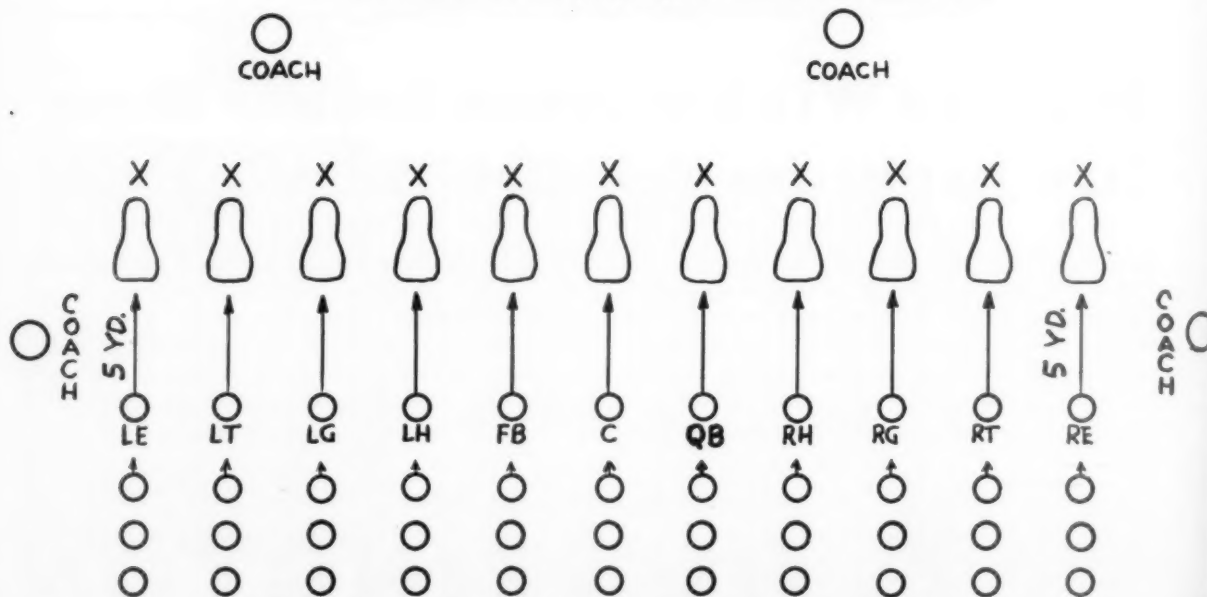
HOW TO DRILL FOR MASS BLOCKING

PURPOSE

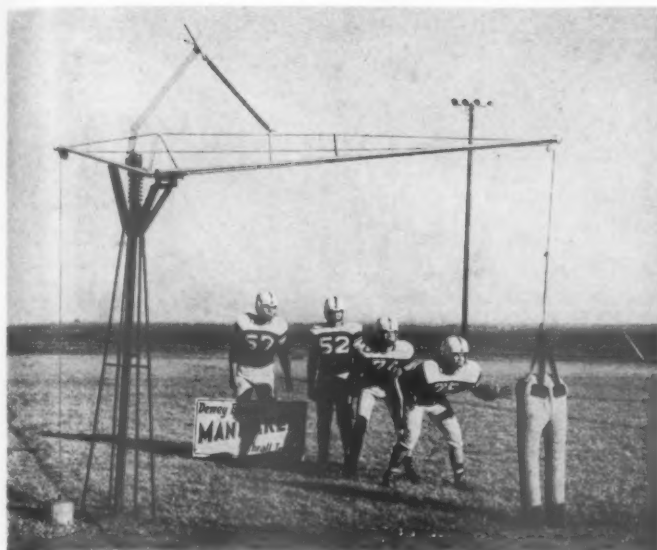
The object of this drill is to provide blocking practice for the entire team in the shortest possible time. It is a good drill to use at the end of practice. Have the players make plenty of noise.

INSTRUCTIONS

1. Line up the entire team in separate lines according to positions.
2. Station eleven blocking dummies five yards downfield. Allow a space of four yards between each dummy.
3. Assign eleven freshman players to hold the dummies. Have seven linemen and four backs from the freshman team. The freshman backs hold the bags for the varsity backs and the linemen do likewise.
4. The players run five yards and block with either a right or left shoulder block according to the coach's signal.
5. Have the assistant coaches positioned in the areas represented so that every detail can be observed.
6. Make this a fast-moving drill with plenty of pepper. Have the freshman players urge the varsity players on and hit harder and harder.
7. If the drill is done properly, ten minutes are sufficient.



REMAINING SQUAD MEMBERS IN LINE BY POSITION



Pat. Pending

One coach, after using the ManMaker "Pop Up" tackling and blocking machine for one week said: "Enter my order now for 3 ManMaker "Pop Up" tackling machines."

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3. 3 Place Model \$185.00 payable Nov. 1, 1959. 2-year terms—\$100.00 Nov. 1, 1959—\$90.00 Nov. 1, 1960.
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WILL WALLS, Line coach, University of Colorado, says: "The use of your ManMaker machine was largely instrumental in gaining the ORANGE BOWL bid for us recently. I have found nothing that will compare with it in helping to attain the most important fundamentals in football . . ."

AARON WADE, Football Coach, Centennial High School, Compton, California: "We use two ManMakers in our system and they are tops. I wouldn't think of coaching a team without one. IT IS A MUST FOR EVERY COACH AND EVERY SCHOOL."

RUEL B. BLAIR, Burton Heights, Williamsburg, Virginia: "Wonderful. We used it for the first time, but would not be caught without one from now on, for it was the main factor in helping us to our first undefeated season."

JOE TURNER, Woodville High, Savannah, Georgia: "We used the ManMaker last year and were state champion runners-up. The sled served its purpose well."

ANDY SPEED, Skowhegan High, Skowhegan, Maine: "The ManMaker has done wonders in creating all types of line and back maneuvers for our team."



Use of balcony shelves to increase number of teaching stations

Roof girders run parallel to varsity court

Floor laid crosswise to varsity court

Tips on Saving Money in Gymnasium Construction

GOVERNOR William G. Stratton of Illinois called a state-wide conference at the University of Illinois during the summer of 1957. This was one of many conferences held by governors throughout the United States because President Eisenhower had expressed concern over the physical fitness of the nation's youth.

Two years before, Downers Grove, Illinois, had started to build a new gymnasium as part of a high school expansion program. Thus this school was one of the first to inaugurate some of the recommendations made at Governor Stratton's conference on physical fitness.

A gymnasium of minimum essentials was sketched on the preliminary blueprints, but when the \$3,995,000.00 bond issue passed easily, the drawings were enlarged. The balcony shelf plan was incorporated on one end and on both sides of the varsity court. At the present time these are the widest decks in the Middle West. In addition, when it was discovered that excavating was the most economical method of construction, plans for an indoor track under the basketball courts were made as the first part of the construction work.

The new gymnasium accommodated the largest audience in the history of Downers Grove when the 1958 grad-

uation exercises were held last June. It was ready for the September, 1958 classes, but the indoor track cannot be completed until a later date. Summer construction work was delayed because of unusually heavy rainfall which flooded the school grounds several times.

In these days of high costs, school boards are seeking the maximum in facilities, at a minimum cost. Construction costs can be reduced by running the roof girders parallel to instead of across the varsity court. With this arrangement the roof can be lowered several feet. This is one way

(Continued on page 60)

A H I T !

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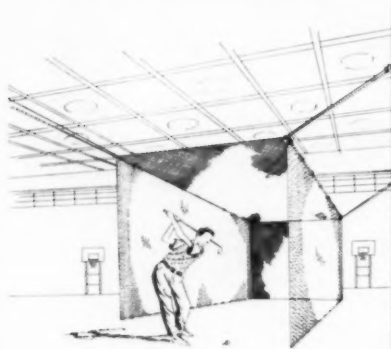
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Let's Keep Baseball Safe

By **JOHN LaPLACE**

Baseball Coach, The City College, New York, New York

IT is surprising that the accident which occurred to Jerry Lumpe last year does not happen more often. Considering the careless manner in which baseballs are usually left lying around a ball field, it is a wonder that more players do not have the bad fortune to sprain an ankle by stepping on a loose ball. All teams do not have the wealth of talent that the Yankees enjoy, so an accident of this kind could play havoc with an ordinary team which is trying to squeeze out every drop of talent from the typically dehydrated squad.

As sports go, baseball is not a particularly hazardous game, but it is the duty of all coaches to try to reduce the number of accidents. Therefore, a baseball coach must anticipate the possibility of accident and take positive action to prevent it. This is an area where the only worthwhile kind of medicine is preventive. In order to prevent accidents, the coach must be aware of the potential element of danger inherent in each aspect of the game.

A simple division of all the factors involved in coaching a baseball team is to create four units. Under each of these units the coach must consider the various elements that might contribute to an accident. To prevent accidents from these causes may mean the teaching of particular techniques to the players, the insistence on a certain way of doing things, and above all the absolute command that certain things must not be done. In other cases, it will mean the checking of specific areas and equipment where the element of accident is possible. The four units are: 1. The playing area and equipment. 2. Pre-season training. 3. Pre-game drill. 4. Game-time practices.

The Playing Area and Equipment

The playing area is responsible for many of the accidents in baseball. In order to be suitable for play, the surface of the field must be absolutely smooth and special care must be taken that the outfield does not have holes or sudden depressions into which an outfielder could step. Both the infield

and outfield must be cleared of all debris such as sticks, stones, glass, and even nails in order not to jeopardize a player who is about to field a ground ball, running after a ball or sliding into a base. A muddy or wet field is also a hazard and should be used only after careful deliberation. Fences, walls or other projections that extend onto, or sufficiently near the playing area, must be avoided. Movable equipment such as that used by groundskeepers or other teams such as hurdles or lacrosse goals should be cleared from the area before practice begins.

The home plate area receives the most play and abuse of any part of a ball field and is the first to reflect poor maintenance. It is not at all unusual to see an otherwise well-kept field with two trenches on either side of home plate. Anyone who has played very much baseball has noticed this and has seen at least one accident involving a player who was trying to slide across this moat in an attempt to reach home plate. Therefore, the coach must insist that not only the home plate area be kept absolutely level, but the bevel-edge type of rubber home plate be used.

As a rule, the pitching mound suffers the same fate as home plate so that before long the pitcher must work from a high step bordering on two, foot-deep holes. Not only is he in danger of twisting his ankle with every pitch, but he is at the complete mercy of balls ricocheting from this battlefield. As in the case of home plate, the pitcher's rubber must also be set in so that it is even with the surface of the ground.

In the balance of the infield area the bases serve as a threat to safety. Bases must be spiked to the ground so they will not move when stepped on from any direction. Two straps held down by four spikes should be used. The buckles from the straps must be drawn out of sight, and the surface of the base must have no tear that could catch a player's spikes.

The last piece of standard equipment that must be checked is the backstop. It must be checked so that

(Continued on page 53)

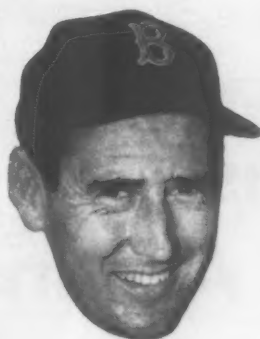
1884 1959



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American League
Batting Champion



RICHIE ASHBURN
1958
National League
Batting Champion



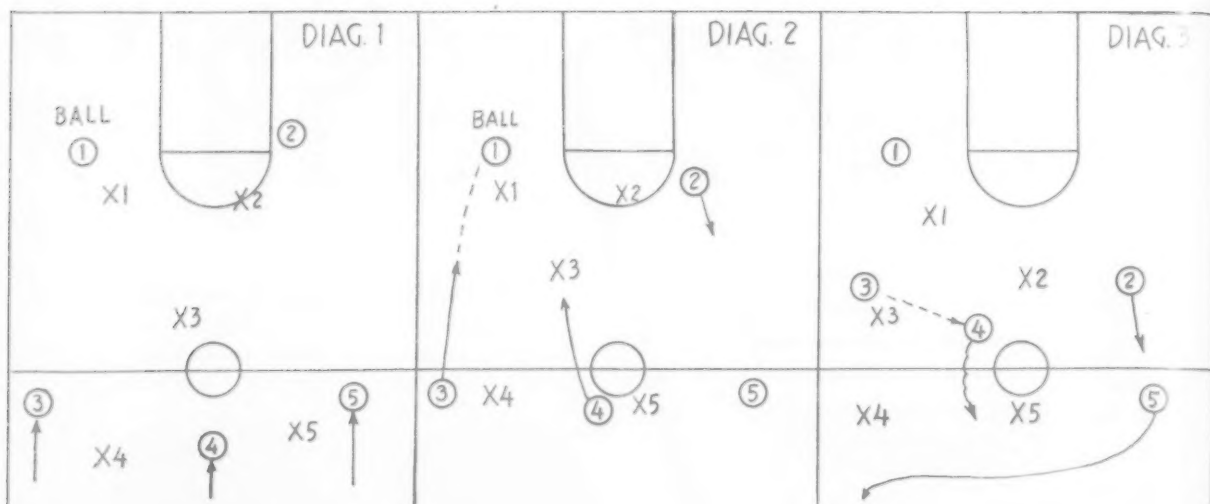
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The history of Louisville Slugger bats cannot be separated from the lives of the famous sluggers who have used them. Browning, Wagner, Cobb, Hornsby, Ruth, Williams . . . these and hundreds more whose base hits and home runs thrilled the millions, wrote the story. This 75th milestone in the life of one of America's most famous products will be commemorated in 1959 on thousands of diamonds by the greatest players in the game today.

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An Offense Against a Zone Press

By **CLIFF WELLS**
Basketball Coach, Tulane University

A ZONE press may be used for the following reasons: 1. As an offensive measure to intercept passes and fast breaks on stealing the ball. 2. Because the personnel is equipped to do its best defensive job with a press. 3. The opponents may be big and slow, poor ball-handlers or poor dribblers so a good press does the best job. Whatever the reason for using the press, the players should be able to cope with any type of press.

In this article, we will discuss what should be done against a zone press which varies in its formation from a two-one-two to a two-three. In combating a zone press, the players should not hurry or be panicked into doing things too quickly. When he is pressed in the back court, a player should look over the setup and then move accordingly. Ten seconds are longer than we think; therefore, the passing should not be rushed because that is just what the opponents want. A player should meet all passes and cut into the open spots in the zone formation, timing his cut so that the passer can get a good pass to him. Then he should move quickly so that the zone has no chance to gang him. He should use the bounce when it is to his advantage. Once he moves the ball, he should remember to look for a two-

on-one or three-on-two fast break situation as the opponents are zoning and pressing the ball. Sure, quick, accurate passing is necessary; the ball should not be lobbed to anyone.

Good moving of the ball with proper feinting of movements and passes can make the zone press commit itself and overplay or overslide. Then the offense should take advantage of this mistake by moving quickly. When playing a pressing zone, the defensive players follow feints or a fake, and they have a bad habit of leaving their feet to block passes or shots. They usually follow any kind of a fake movement. Against a zone press the offense should be very careful about throwing long or cross-court passes. In going to meet a pass, if the defense is such that the offensive player cannot receive it, he should go back, stop quickly, and then cut back toward the player who has the ball again so that he may free himself to receive the pass. As shown in the diagrams, this is true in the case of the down-court players, O3, O4, and O5. They must not stand flat-footed, but should keep moving down and then back to the ball. Good stops, turns, and fakes help them to get in the clear for a pass. They should be mentally and physically alert at all times.

Diagram 1 shows a 2-1-2 zone press which allows the player who has the ball to commit himself by starting to advance it by dribbling. As soon as the player takes one bounce, the zone press moves into action. The defensive players space themselves in a section of the floor which they think they can cover. On seeing how X3 is playing, O1 can pass to O3 who comes back down the sideline to receive a pass as shown in Diagram 2. O4 and O2 move as indicated.

Diagram 3 shows X3 going after O3 who has the ball. This maneuver leaves O4 open to cut up the middle to receive the pass. As O5 sees the ball being passed to O4, he cuts for the opposite side of the court and O2 takes his vacated spot. The offense moves quickly because it has a three-on-two setup against the defense. When the defensive players see this setup, they retreat as indicated and O4 dribbles down the center quickly. When he is stopped by X5, he passes to O2 who dribbles in for a lay-up. If X5 goes farther down court, then O4 can dribble into the outer half of the free throw circle and get a good shot if X4 and X1 defense players O2 and O5 (Diagram 4).

Diagram 5 shows how X5 tried to
(Concluded on page 58)



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The Ohio College Track News Letter

By STERLING GEESMAN

Track Coach, Ohio Wesleyan University, Delaware, Ohio

THE Ohio College Track News Letter is a mimeographed publication that is printed each week during the track season. Its purpose is to furnish the coaches with complete summaries of all Ohio college track meets. This is accomplished by having each coach mail the summary of each meet, as it occurs, to the editor of the news letter. The editor mimeographs all the summaries and mails a copy to the coaches so that each Wednesday or Thursday they have a complete summary of all the meets in which any Ohio team participated during the preceding week.

There are approximately 35 colleges and universities in Ohio that participate in track. These 35 schools embrace six different conferences plus three or four independent schools that have no conference affiliation. All schools schedule freely outside their own conferences, but each conference holds its own championship meet near the end of the season.

Newspaper coverage of college track in Ohio has always been very poor. This is probably due to the fact that the colleges are so scattered

throughout the state that their track summaries are of public interest only to people, other than track coaches, in the immediate area of the schools concerned.

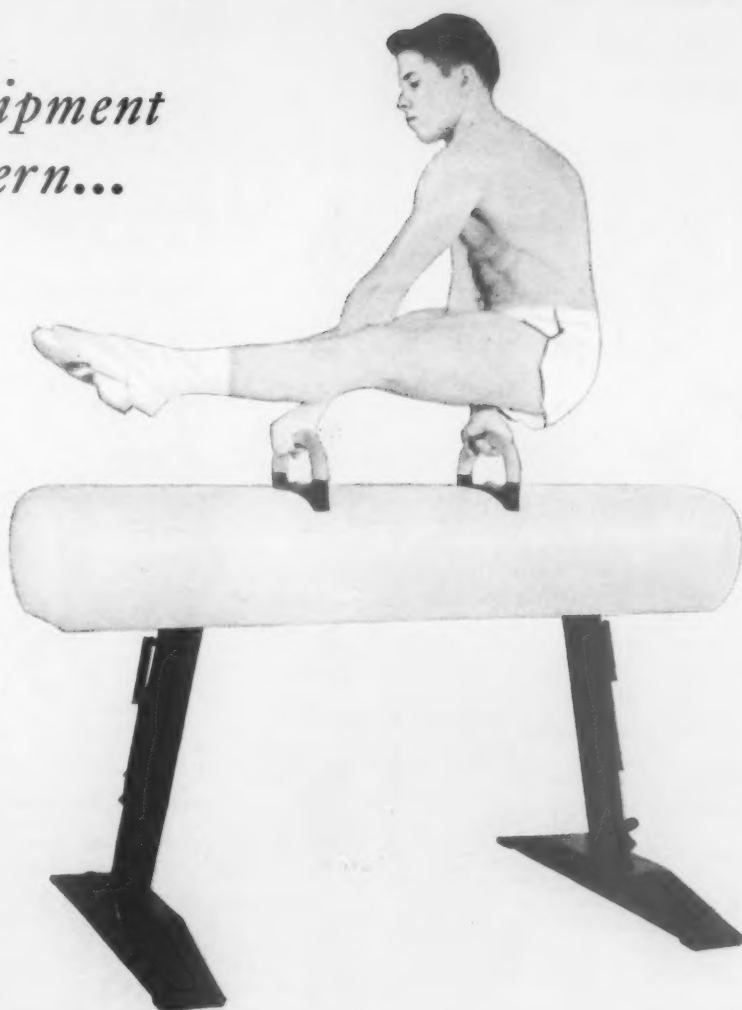
This lack of newspaper coverage created a major problem for track coaches. Lack of information about their opponents made it almost impossible to plan their entries intelligently. They did not know the events in which their opponents were strong or weak, or the events in which they had depth or were thin. Each coach was faced with such frustrating problems as should he double his second-string distance man in both the mile and two mile in the hope he might be able to place in one of them, or have him concentrate and go all out in just one race; should he run his third-string quarter-miler in the 440 or keep him fresh for the mile relay? Invariably, it seemed, the coaches guessed wrong. The only well-informed coaches were those who subscribed to all the major newspapers in the state, and these were not too helpful because they seldom listed the times, distances or heights other than for first place.

Because of these problems the coaches were contacted about setting up some form of common medium for the exchange of meet summaries. The result was the Ohio College Track News Letter which has now been in existence for twelve seasons.

The first news letter is mailed about the middle of March. It contains the schedules of all teams, open dates that teams would like to fill, summaries of indoor meets, the names and addresses of competent starters that are recommended by the coaches, the names of the schools that have black top field event areas, and notes

(Concluded on page 51)

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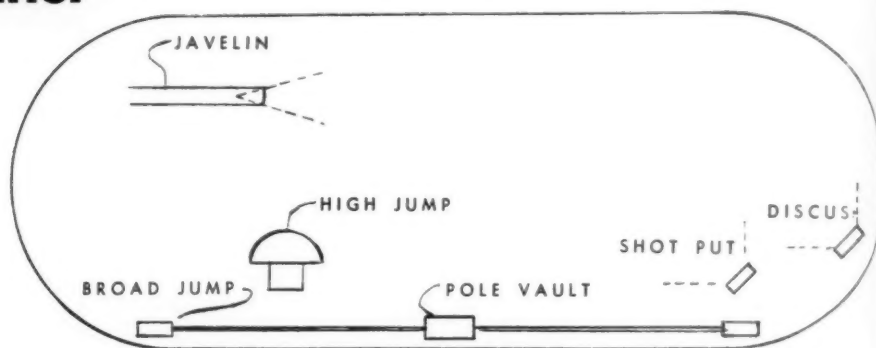


ILLUSTRATION - A

Track and Field Events

By **ROBERT ESKAMP**

Track Coach

Monroe, Michigan, High School

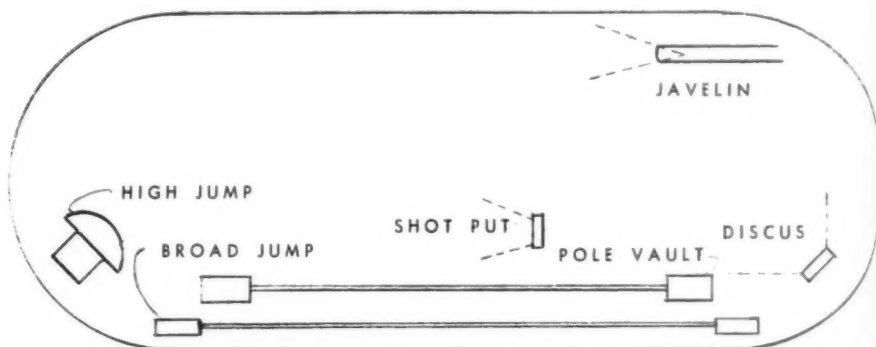


ILLUSTRATION - B

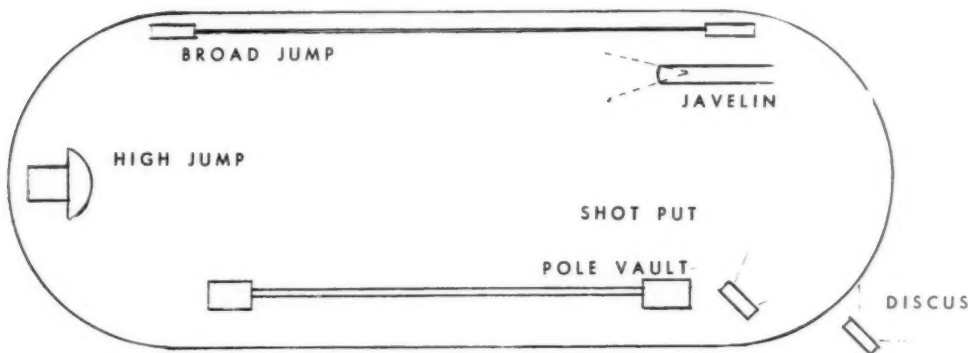
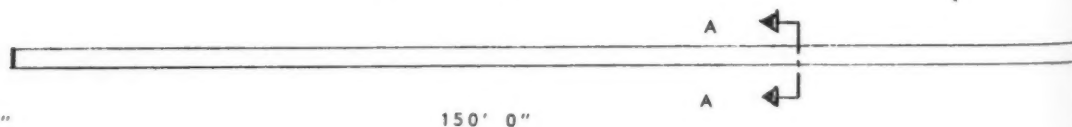


ILLUSTRATION - C

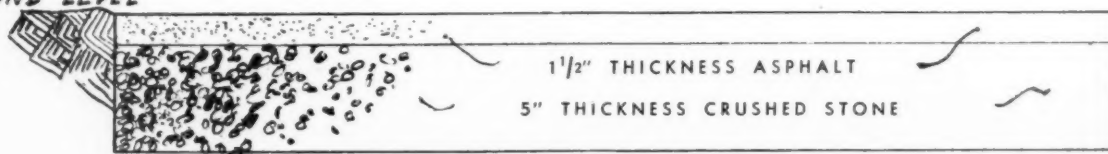


15' 0" 12' 0"



150' 0"

GROUND LEVEL



SECTION A-A
ILLUSTRATION - D

SOUNDLY constructed facilities for track and field that are well maintained for both practice and meets will invariably improve the caliber of competition. A number of schools throughout the United States have constructed asphalt surfaces to obtain more easily maintained facilities. With all-weather surfaces home meets are not suddenly disrupted when rain appears. In cases where invitational meets are hosted, the surfaces are just as good for the finals as they were for the preliminaries.

Preliminary Considerations

Monroe High School has installed all-weather surfaces for track and field events. As is the case in any new undertaking, experts were called upon to guide us in achieving the desired results. We received excellent cooperation from Coach Payton Jordan of Stanford University, Bill Bowerman of the University of Oregon, Ed Weir of the University of Nebraska, Dave Rankin of Purdue University, Percy Beard of the University of Florida, and Rut Walter of Northwestern University. After corresponding with these coaches and consulting with James Godfrey, Director of Public Works, Monroe, Michigan, we arrived at certain conclusions with respect to all-weather surfaces.

We found that there were a number of possible surfacing materials, and consideration should be given to the merits of each type or combination of types to achieve the ideal surface for a particular area.

Types of All-Weather Surfaces

Some of the possible surfacing materials are as follows:

1. Crushed brick.
2. Pulverized sea shells with soil (Burlingame High School, Burlingame, California has used this effectively on their track).
3. Grastex (American Bitumulus and Asphalt Company, San Francisco, California. University of Florida has an entire track of this material).
4. Grastex with additional surface dressing.
5. Sand-asphalt mixture (Purdue University and Northwestern University use this method effectively but at different penetration).
6. Asphalt-rubber mixture (used effectively at the University of Oregon and Stanford University).
7. Possible combinations of the previously mentioned materials.

Quite naturally various climatic conditions and the availability of material will help determine the type

surface that will suit a school best. Coach Payton Jordan, Stanford University, lists some points that we felt were well worth considering in determining the surface desired:

1. Hardness of surface.
2. Resiliency of the surface.
3. Ability of surface to allow penetration and withdrawal of running spikes.
4. Ability of the surface to resist shearing and twisting forces caused by athletes in all track and field events.
5. Weather resistance of the surface.
6. Water resistance of the surface or the ability of the surface to drain.
7. Cost of construction of such a surface.
8. Ease of maintenance.
9. Service life of the surface.
10. Effects of the surface on athletes' legs and feet.
11. Cohesion of possible asphaltic mixture sufficient to prevent adhesion of the mixture to running shoes.

In our opinion, asphalt and rubber

ROBERT ESKAMP graduated from Western Michigan where he competed in track and cross-country, being captain of the latter team during his senior year. Now, in his fourth year at Monroe, he originated the Dick Waters Night Invitational Track Relays, one of the largest night relays in the state. In addition to his track duties, Eskamp assists in football.

provide maximum benefit to athletes and spectators.

Illustration A shows a track design which is excellent for both contestants and spectators. The pole vault and broad jump contestants use the same runways, and since wind direction determines the direction of the run in both instances, no interference can result.

Illustration B shows two separate runways, but involves only one runway for each event. The length of the area should help determine if a contestant can get a long enough run, as shown in Illustration A, or if the greater area is needed, as shown in Illustration B. We think most track authorities agree that a minimum of 115 feet are needed to insure proper athletic performance for the broad jump and pole vault approaches.

Of course, if a school is restricted to the location of track facilities because of an inner field, the runways as shown in Illustration C should prove adequate. However, our opinion is that for cost and ease of maintenance, needs of spectators, and the requirements of best athletic competition, the runways as shown in Illustration B are the most satisfactory.

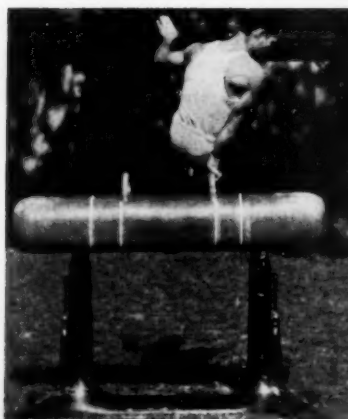
Editor's Note — The January 1952 issue of the Athletic Journal carried a survey of track and field facilities in which appeared additional material on the placing of facilities for field events. This material has been reprinted as a public service and is free of charge. Write for Track and Field Survey, Athletic Institute, 209 S. State St., Chicago 4, Ill.

Construction of All-Weather Surfaces for Track and Field Events

The first step in the actual construction of the asphalt-rubber surfaces is the preparation of the subgrade. The four corners of the area or runways should be determined by careful survey, and stakes should be set indicating the exact position of these corners and the final elevation of the runway surface. Although it is not necessary, we feel that it would be advantageous to put in curbs of cement for permanency. We used steel forms to lay our asphalt and rubber, but wood is satisfactory if concrete curbs are not installed. If a school is planning on removing the wood or steel forms, be sure and oil the forms before they are filled with asphalt and rubber or it will be difficult to remove them.

As a base we used crushed limestone. We felt that because of snow and rain we should use a thicker base

(Continued on page 52)



Popular Stunts on the Side Horse

(Part Two-the Travel Series)

By **DICK HOLZAEFFEL**
Gymnastics Coach, University of Iowa

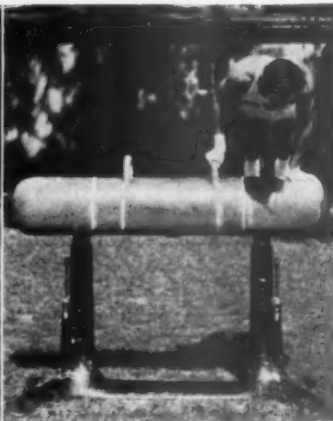
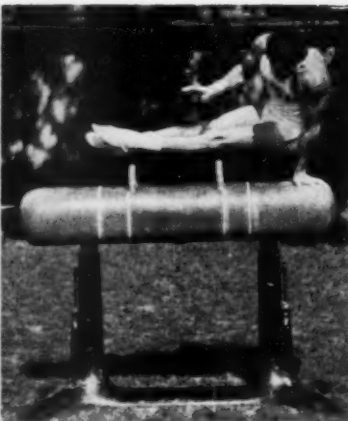
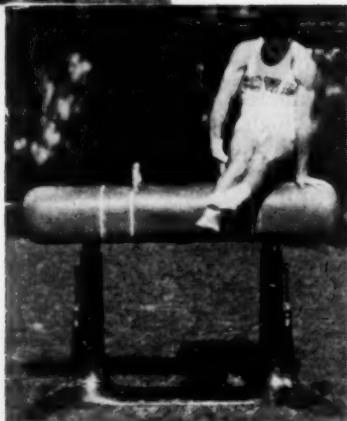
Last month we presented the material on the mount series. In this article Mr. Holzaeffel discusses the travel series.

Before beginning our discussion of the travel series, we wish to clarify the terminology relating to the horse. The neck is always that part of the horse between the left end and the left pommel. The saddle is the area between the two pommels, while the

croup extends from the right pommel to the right end.

Double Out (Circle Trammel) — Series F. Description: The double out is a rear traveling circle (in a half lever) which the performer executes from the balance on one arm. It may be done out or in toward the center of the horse. Usually this maneuver is preceded by a circle to gain momentum.

Series F—THE CIRCLE TRAMMLET



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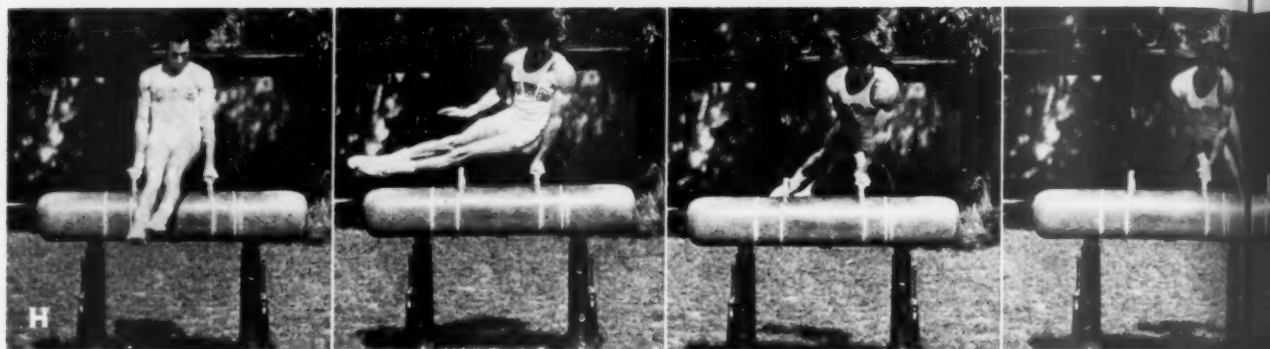
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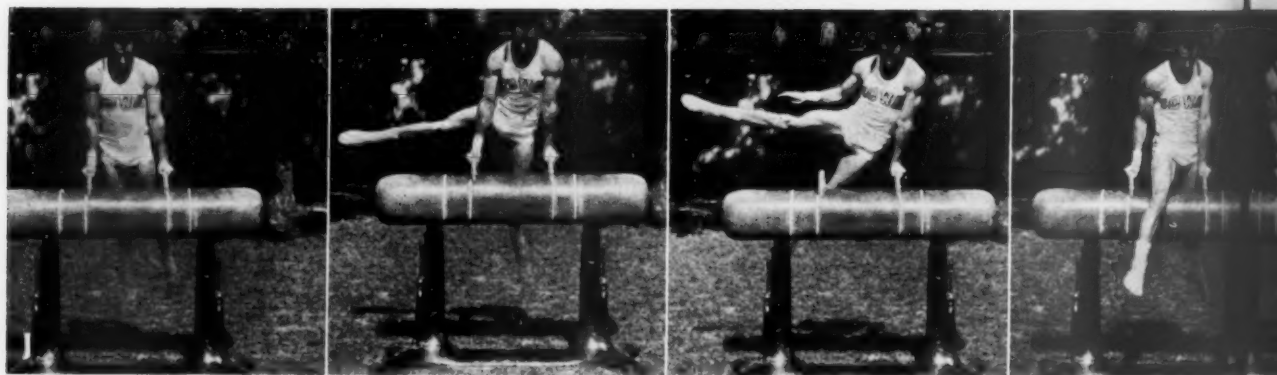
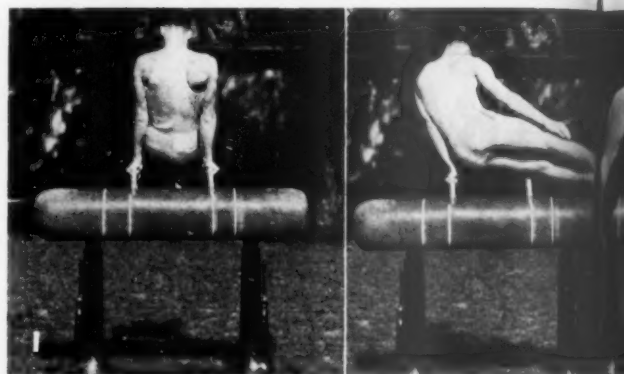
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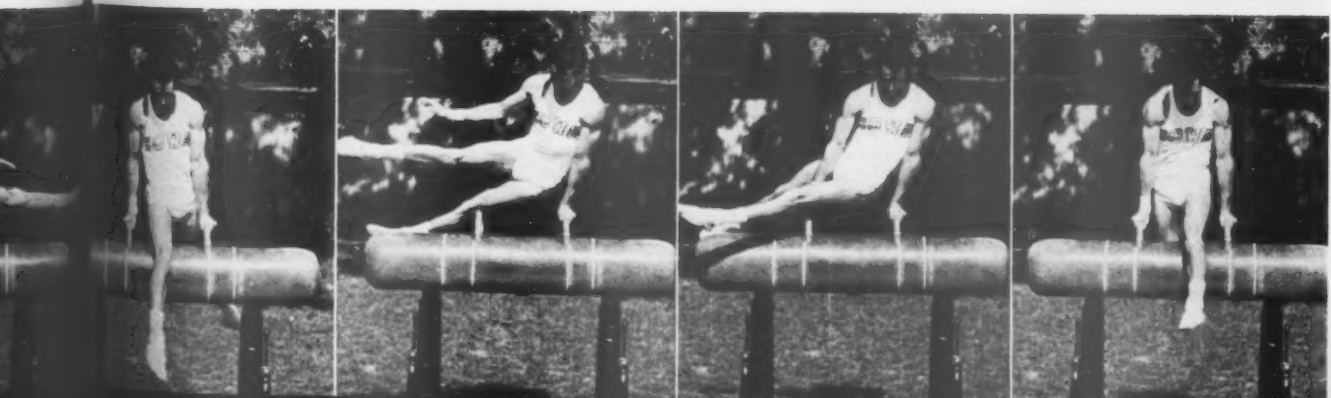
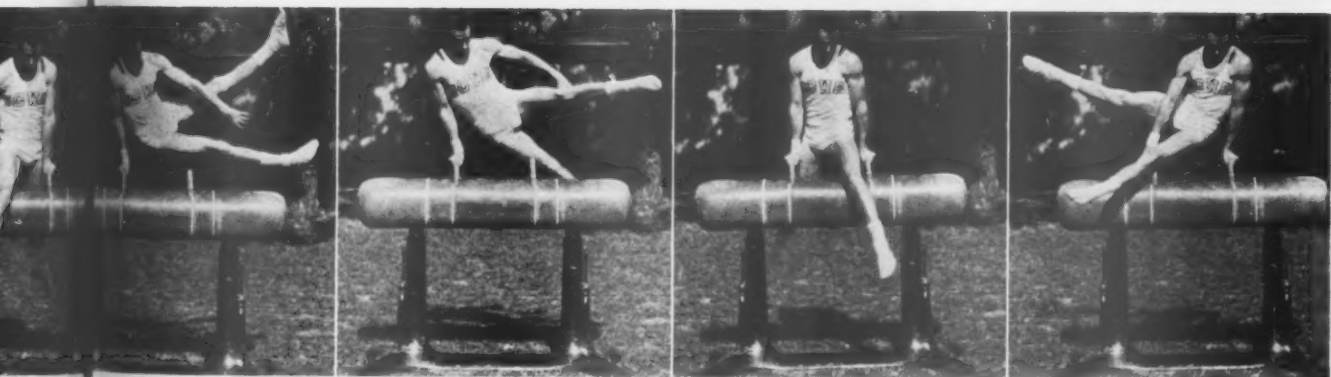
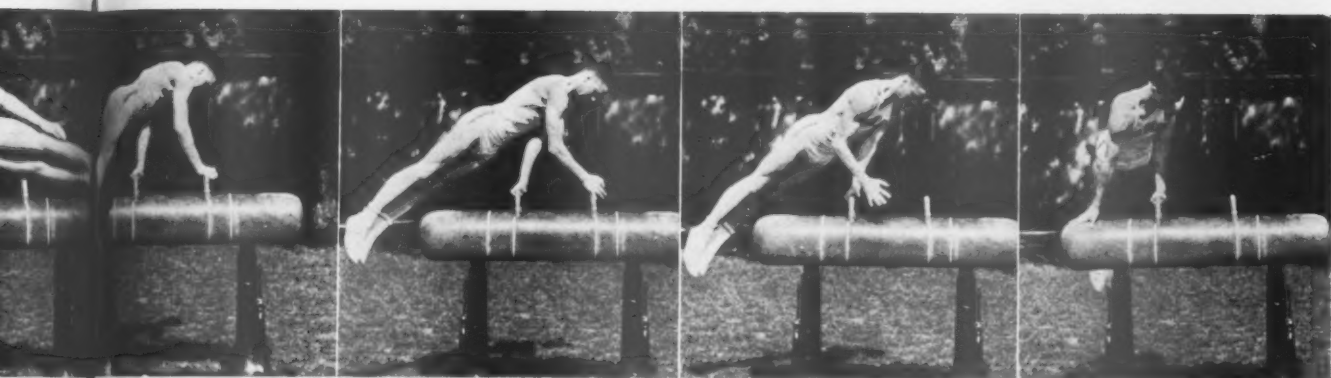
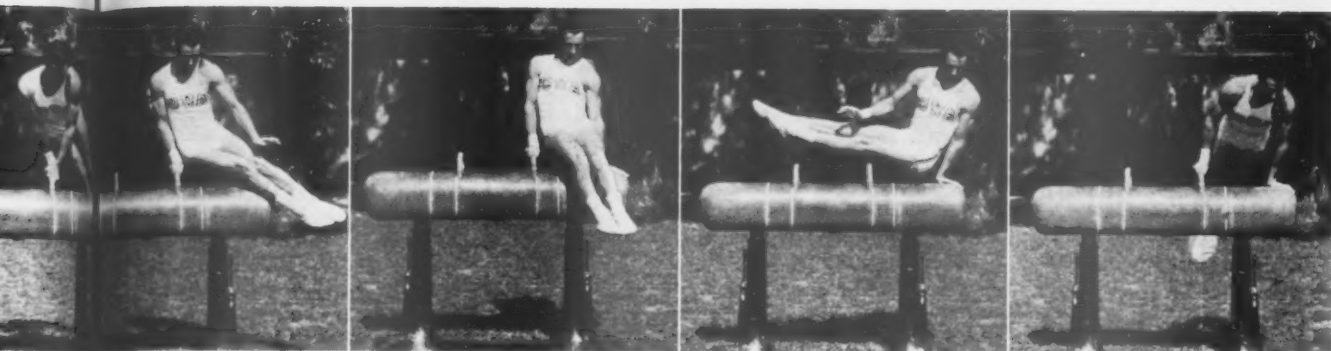
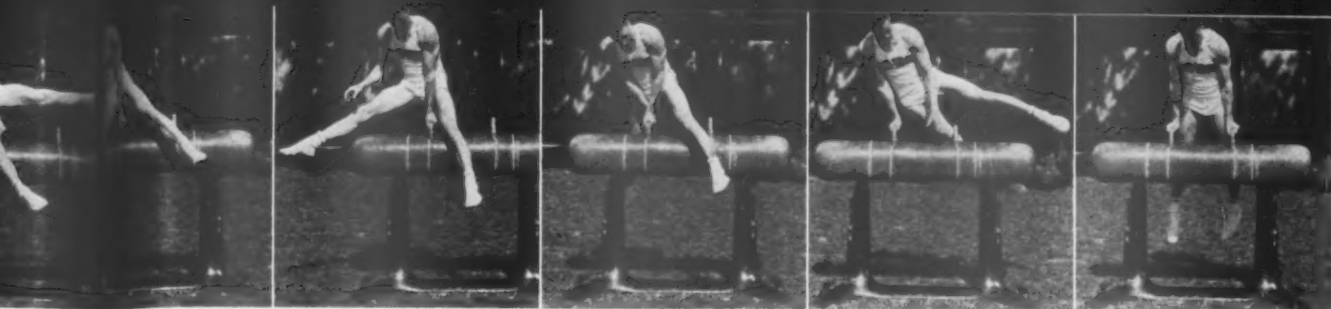
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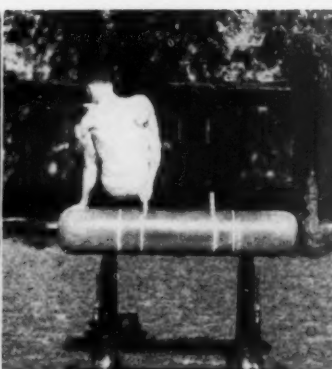
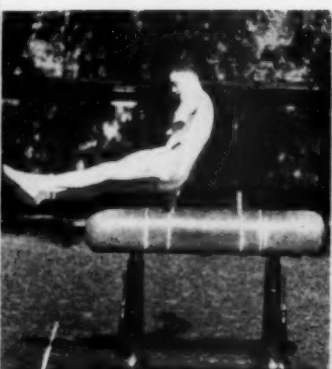
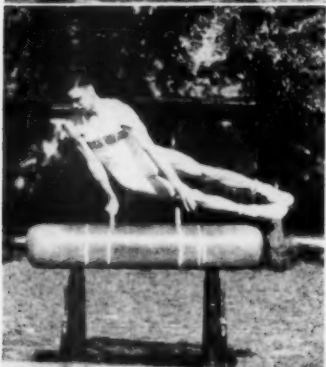
Series G—SINGLE LEG TRAVEL
Series H—DOUBLE LEG TRAVEL (OUT)
Series I—FRONT CIRCLE TRAVEL
Series J—THE SCISSORS (FORWARD)
Series K—THE SCISSORS (REVERSE)







Series N—DOUBLE AND TRIPLE REAR DISMOUNTS



Series L—THE FALSE MOORE

Execution: 1. After momentum has been gained, the performer's right shoulder shifts to the right and to the rear. 2. His legs pike as they rise over the left pommel. 3. The left hand is free. 4. His weight is placed entirely on the right pommel. 5. After the performer's legs pass the end (croup) of the horse, his left hand is placed upon the croup and the weight of his body is centered between his hands. 6. After passing the croup, the pike of the body is opened and then regained to clear the right pommel. His weight shifts to his left hand as his right is released and then grasped again as his legs swing through.

Teaching Method: 1. Practice sit-

outs from the saddle to the croup by leaning and swinging the legs. 2. Practice single (right leg) swing outs. 3. Practice with the preceding circle and double out to the end and stop. 4. Practice with the preceding circle and shoot right over the end to dismount. 5. Have the performer spotted when the full stunt is attempted.

The Single Leg Travel — Series G. Description: This is an elementary means of progressing from one part of the horse to another without having to master circles. The performer will learn to shift his weight and balance while coordinating his arm, body, and leg movements.

Execution: 1. The left hand is on

Series M—DOUBLE CIRCLE TO FRONT CIRCLE



MOORE

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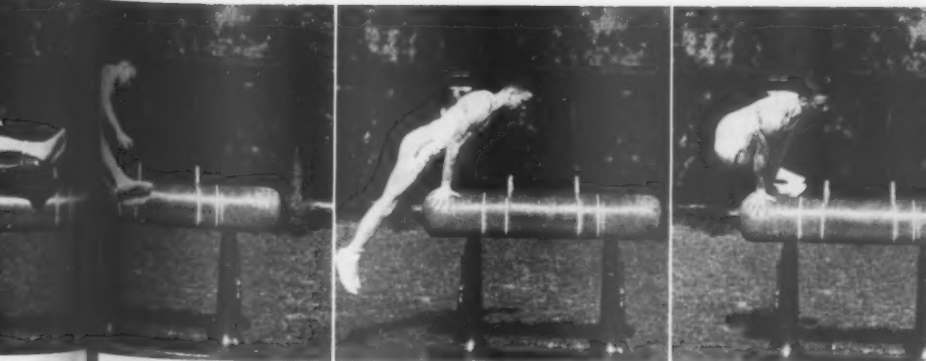
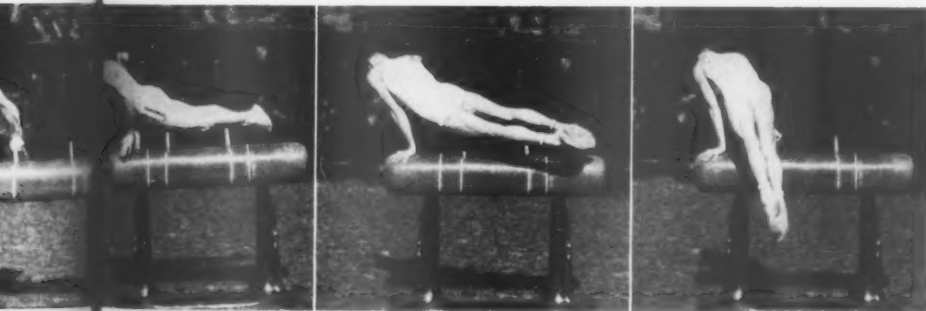
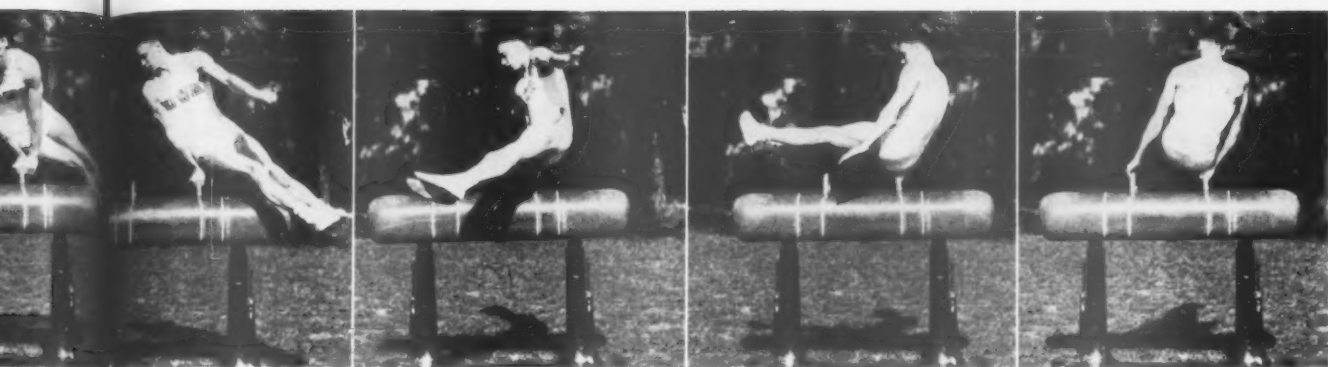
the pommel, the right hand is on the end of the horse, and the performer's weight is on both hands. 2. His right leg is swung under his right hand, his weight is placed on his left hand, and his body leans to the left. 3. The performer's right hand is replaced on the end of the horse. His weight stays on his left hand and the pommel. 4. The left leg is raised over the horse to the needle position (straddle the left pommel). 5. Then the right leg swings to the rear under the performer's right hand, and his right hand grasps the pommel. Both hands are now on one pommel. His left leg is behind the horse and his right leg is in front. 6. Now the performer's left leg is passed to the left and to the rear as his body weight moves to the left. 7. His left hand grasps the far or right pommel. 8. This same movement can

be used to move out to the end of the horse from the straddle.

Teaching Method: 1. Lead the performer through the stunt by calling the individual actions. 2. Show the necessity of staying over the supporting arm as in the *needle* position. 3. Practice the two-handed grasp on the single pommel because this is the most difficult position. 4. When the rhythm is mastered, the stunt will do itself.

The Double Leg Travel (Out) — Series H. Description: The necessary momentum is usually derived from a preceding movement such as the double leg circle. The travel is executed by utilizing the circling action to permit a directional change from the saddle to the end of the horse and still maintain body control and balance.

Execution: 1. As the performer's legs raise over the left pommel, his right hand is lifted and his body is piked. 2. His weight is moved to his left hand and the left shoulder moves to the performer's left and forward.



3. The right hand grasps along with the left, thus centering weight upon one pommel. 4. Now the body pike is open. 5. The performer's legs are raised over the end of the horse and his weight is placed on his right hand. 6. The left hand is removed from the combination grasp and placed on the end of the horse, thus completing the travel.

Teaching Method: 1. Teach single leg circles. 2. Have the performer practice single leg circle travels. 3. Practice the primary action of the double circle to the beginning travel. This double grasp on the single pommel is the most difficult part of the travel. 4. Have the performer spotted as his legs are raised over the end of the horse.

Front Circle Travel — Series I. Description: This stunt may go in toward the pommels, or as shown in the illustrations, down or out away from the saddle. It is a circular travel which is performed while the performer is facing the horse. It is a travel that moves in the direction away from the *faced* direction of the performer.

Execution (Starting with a preceding double circle): 1. As the performer's legs are swung to the rear, his right hand releases and his weight is put over the left pommel. 2. His left shoulder is moved left and diagonally forward. 3. In executing this stunt, the body is piked. 4. As his legs are swung backward over the neck of the horse, the performer's weight is placed on his left arm. 5. The pike is taken out of the body, and the right hand is moved to a support position on the neck of the horse.

Teaching Method: 1. Have the performer learn *loops* on the end of the horse and on the buck. 2. He should master a *Moore* on both apparatus. 3. Practice the turn-out with a tap as in a *Moore*, and no tap to a halt on the neck of the horse. 4. Pike to put a higher center of gravity to work. 5. Practice half the movement and then change to the left. 6. Use a hand grasp in preparation for a continuing action after the turn-out.

The Scissors (Forward) — Series J. Description: The performer's legs pass under his hands in an alternating fashion. Then he should cross or scissors his left leg under his left hand and return, and cross or scissors his right leg under his right hand and return. This is a stationary execution in that the performer does not move from one part of the horse to the other. The scissors may be executed forward or backward and on any part of the horse.

Execution (Starting from a front

support): 1. The performer's right leg is raised over the horse and under his right hand. 2. His weight is placed on his left arm. 3. Then the right arm grasps the left pommel again. 4. His right leg continues on over the right pommel and under the left hand. Then the left hand releases. 5. The weight is on the right arm, the performer's body is flexed, and his legs perform the scissoring action. 6. His right leg passes down in to its original position. 7. The left hand grasps the right pommel again. 8. The performer's left leg is now on the rear side of the horse preparatory to repeating the scissors to his right side, thus complementing the action.

Teaching Method: 1. Have the performer practice single leg circles. 2. Practice the scissors to one side. 3. Practice the scissors to each side and hesitate at the mid-point of the stunt. 4. Practice with little or no hesitation and in rhythm. 5. Emphasize high legs or body flexion plus extreme lean or sideward support.

The Scissors (Reverse) — Series K. Description: The reverse scissors is a movement of the legs to the rear, passing under the hands in an alternating fashion, and then crossing or scissoring. The scissors may be done on any part of the horse.

Execution (Starting from a rear support): 1. The performer's left leg is raised over the horse and under his left hand. 2. His weight is on his right hand. 3. The left hand grasps the pommel again, and the performer is in a straddle position with his weight on both pommels. 4. His left leg continues across the far side of the horse. 5. The weight is shifted to the left hand. The performer's right hand releases as his left leg is swung over the horse and under his right hand and right leg. 6. Now the scissors is performed. 7. The performer's left leg comes down in front of the horse and his right leg comes down on the far side of the horse. 8. After the performer's legs have passed the left pommel, his right hand grasps this pommel again. 9. His weight is shifted to his right hand and his legs continue their backward movement to repeat the scissors on the right side of the horse.

Teaching Method: 1. Teach inside and outside single leg circles. 2. Teach half of the movement — either to the right or left side. 3. Combine the parts with a pause between. 4. Speed up the combination and remove the pause.

The False Moore (Double Travel Out and Double In) — Series L. Description: The performer executes a double leg travel outward on the

horse and immediately executes a double rear circle into the saddle. The work is done primarily on one pommel.

Execution: 1. The legs are swung from the front of the horse under the right hand with the performer's weight on his left hand. 2. His right hand shifts to and grasps the right pommel along with his left hand. 3. The performer's weight is centered on both hands on the one pommel. 4. His legs are raised over the end of the horse and his body is piked. The weight is shifted over his right shoulder. 5. The performer's left hand is released as the rear circle is created inward. 6. His legs pass in over the left pommel and his left hand grasps the left pommel, centering his weight on both pommels.

Teaching Method: 1. Teach the double leg travel. 2. Teach the double rear in from a previous double circle. 3. Combine the two movements, emphasizing the lean in toward the saddle for the return to the saddle. 4. Have the circle inward spotted.

Double Circle to a Front Circle (End Work) — Series M. Description: The preliminary double circle provides sufficient momentum for the following front circle. The performer releases the pommels, and while facing the end of the horse, does a front circle and a travel out, plus changing his position from the far to the near side of the horse.

Execution: As the performer's legs are on their return movement at the finish of the double circle, the following movements take place: 1. The performer's left hand is placed on the end of the horse and the weight is shifted to the left. 2. His body is straightened to clear his legs over the pommels. Notice the shoulders over the end of the horse. 3. The performer's right hand releases and is placed alongside his left hand. 4. His body is now twisted to start the downward swing. 5. The left hand grasps the right pommel and the performer's weight is now shifted from his right hand to each hand.

Teaching Method: 1. Teach the double circle to the front support on the end of the horse (right or left) and dismount. 2. The *Moore* may be used as an introduction to the front circle. 3. The buck may be utilized for this action. 4. Utilize the front circle to a support with the action which follows. 5. Combine the parts together.

The Double and Triple Rear Dismounts — Series N. Description: The following stunts are performed as a series of movements. However, each constitutes a complete action of its

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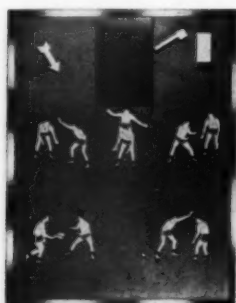
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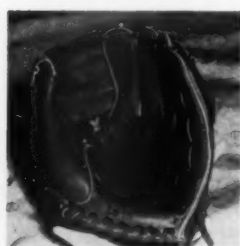
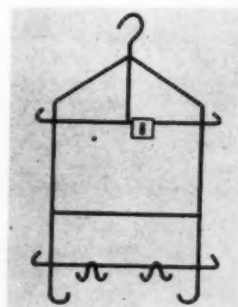
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THIS new "Burdette" glove is made of mitt type leather and features flat, firm pads. It is an extra large-sized glove with a laced down pad at the thumb and little finger, and extended finger lacing. Also new is the "V-Anchored" web with a specially designed wider crotch of the extended palm type. A new designed "Snugger Wrist Adjustment" insures a comfortable fit. This glove also has full roll leather binding. Rawlings Sporting Goods Co., 2300 Delmar Blvd., St. Louis 3, Mo.

ONE of the newest and finest track shoes available is the new "A512 Kangaroo" meet shoe. It is made of blue back Kangaroo leather over an improved foot fitting last. The shoe has been strengthened and reinforced over the instep with a strip of white leather. The tempered steel spikes are detachable. The MacGregor Co., 4861 Spring Grove Ave., Cincinnati 32, Ohio.



own if it is not terminated at a specific point. These dismounts are basically rear travels out or down the horse.

Execution (Preceded by a double circle): 1. The performer's weight is shifted to his right hand. His right shoulder is well over his right hand. 2. His left hand is released and his body is flexed. 3. The performer actually sits on his right arm, wrist or the pommel. 4. Circular action has been impelled by the preceding circle. 5. The turn or circle is completed. 6. The performer's left hand is placed on the neck of the horse and his weight shifts between his hands. 7. If the performer dismounts now, his action would constitute a double rear dismount. 8. With his left hand in place on the neck of the horse, the performer may execute another double circle by releasing his right hand and swinging his legs over the left pommel and under his right hand to a dismount. 9. If the performer dismounts now, his action would constitute a triple rear dismount. 10. While holding the left hand in place, after executing the double and triple circles but not dismounting, the quadruple rear or five circles dismount can be executed by placing the right hand alongside the left hand and keeping the weight well over the horse. The performer's shoulders are well forward. 11. After passing the neck of the horse, the performer's body is flexed. 12. His legs are raised over the far side of the horse as his left hand is released. 13. The performer's weight is entirely on his right hand with the right shoulder well over the neck of the horse. 14. When the half-twist is executed, the performer lands sideways in the right cross-stand.

The mechanical principles underlying side horse work are as follows: 1. Circular body action tends to continue until stopped. 2. In all arm support exercises the center of weight should be over the point of support. This is probably the most important point in side horse work. 3. The longer the lever, the greater will be its angular movement of momentum and its angular reaction. This is why good form demands straight legs. 4. The succeeding exercise depends upon the one just preceding. A good second stunt demands a well-executed first stunt. Position and timing are essential.

Correction — In the write-up of Medart's new side horse in our November issue, we made it appear as though the horses themselves were adjustable from 14½" to 20½" apart. What we meant to say was that the pommels were adjustable for the two dimensions given.

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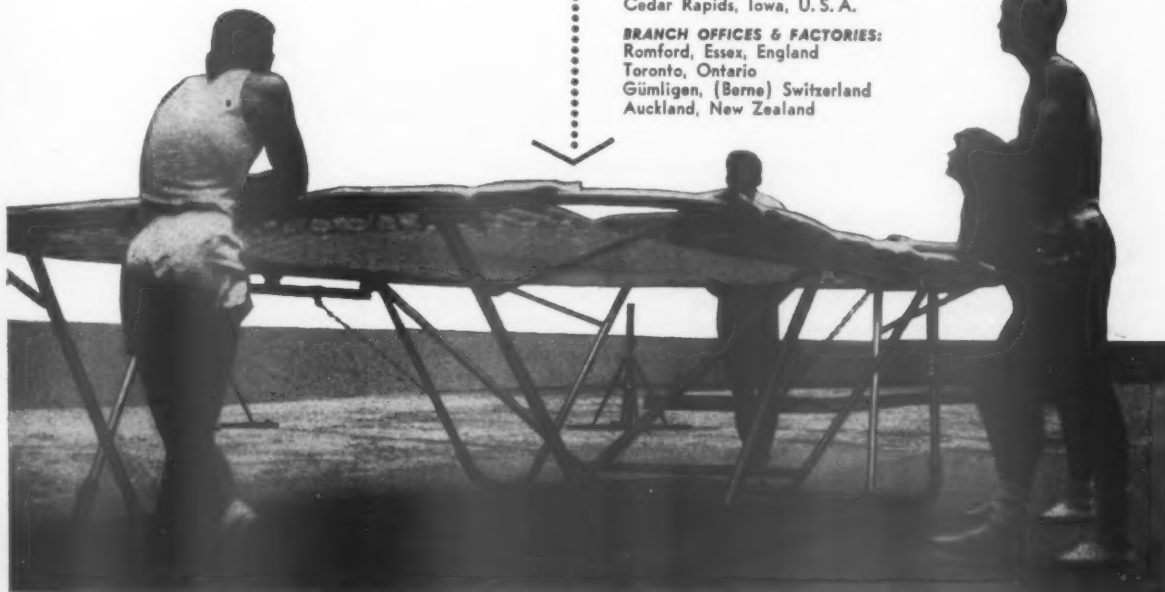


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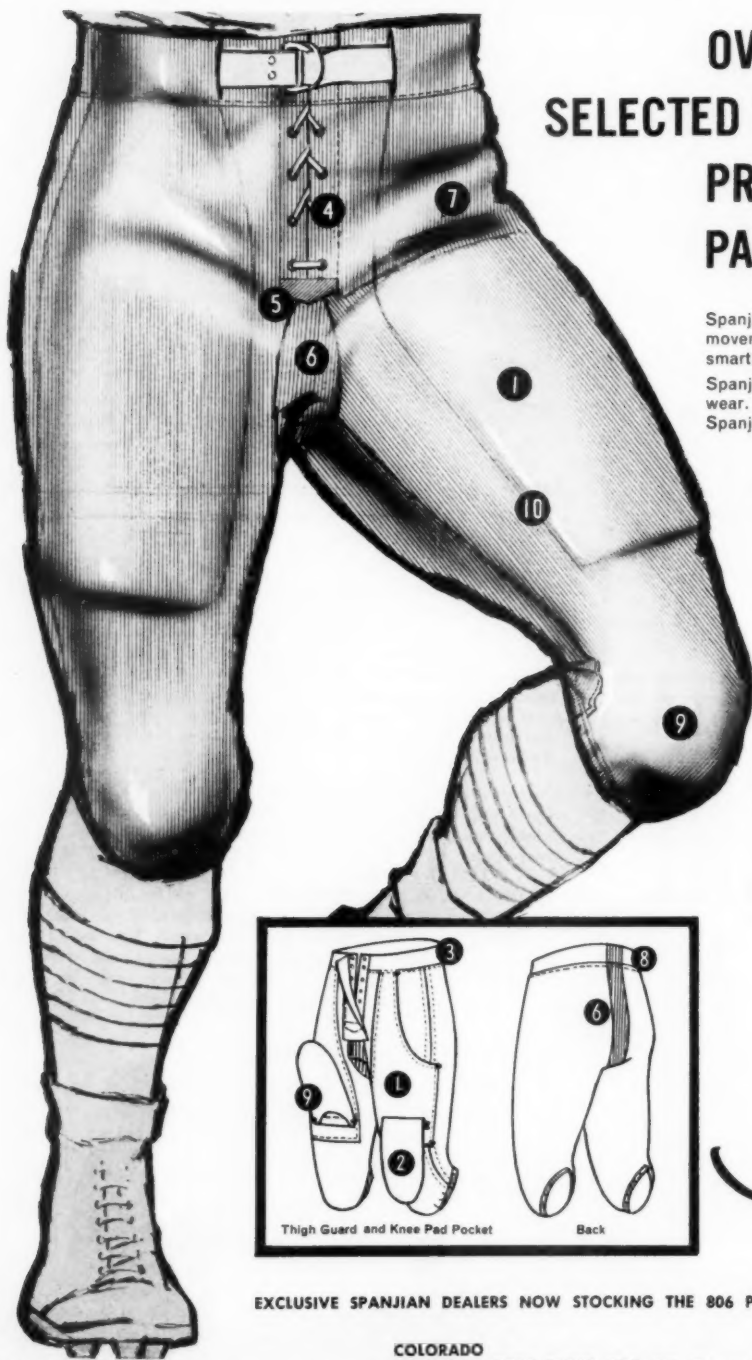
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JOHN THOMAS, Rindge Tech. High School. Photo courtesy Boston Globe.

WHEN our greatest high jumper, Charlie Dumas, was defeated not by one Russian high jumper, but by two, without the aid of the widely discussed thick sole, there were many raised eyebrows on the part of coaches in this country. True enough, a critical reference to Dumas' unwise practice methods preceding the meet was offered to explain the upset, and Charlie's greatly improved marks in the meets in Poland and Hungary were offered as evidence that he had had an off day in Moscow. However, before we relax complacently and accept this explanation as the answer to our problem, we should notice some other facts which are more important to coaches of high jumpers. Furthermore, we may find some value in another look at recent changes in attitudes toward correct high jumping technique.

First, we should notice that the winning Russian jumper did clear about 6 feet, 11 1/2 inches, which equaled any jump Dumas made in many months. We must learn from this height the value of the high jump training which is being conducted in Russia. Two factors need close attention from coaches. If the Russian shoe discussion did nothing more than focus our attention on its real significance, it was worthwhile. The true value of the thick-soled shoe lay in its forcing the jumper to lean back on

his take-off and thus eliminate one of the major obstacles to the progress of many jumpers. Apparently the Russians have learned to apply the principle that made the thick-soled shoe effective even though they had to discard it in official competition.

A closer look at some of our own outstanding high jumpers is worthwhile in driving home the lesson of the Russian shoe. We can learn a great deal from the study of two very remarkable high jumpers of our own. One of them is Phil Reavis of Villanova and the other is John Thomas of Rindge Technical High School in Cambridge, one of the recent high jumping sensations. We have seen both of these boys jump many times, and in addition to their obvious talent, they use a pronounced backward lean on the take-off which brings about a spring that is surprisingly close to a vertical jump. The approach run of any jumper will carry him forward to some extent; nevertheless, it will be worthwhile to study either films or actual jumps of Reavis to realize how close he has come to mastering a vertical jump. With his lack of height, Phil has to climb almost vertically in his jump, and his best jumps of 6 feet, 11 inches are proof that he does.

A study of Rindge Tech's latest star, John Thomas, will show that he is also getting fine results from his

definite emphasis on the more pronounced backward lean at his take-off. His winning jumps of 6 feet, 8 inches or better on several occasions were pictures of concentration on the almost vertical leap. We understand that Stuber, the West Coast's latest jumping sensation, has, like Dumas, mastered this phase of high jumping.

It might be well for some coaches to consider using the Russian style for practice jumping in order to teach the correct lean more easily.

The weight training program of the Russian high jumpers is believed by some coaches to be the big factor in the improvement of these men. Some of our own better jumpers have been working with foot weights for developing leg strength and spring. We have seen too much evidence of the value of weight training in other areas of track and field to discount its possibilities in high jumping. In our opinion, high school high jumpers in particular can benefit from a carefully arranged program of weight training.

However, coaches must look beyond these important factors in order to achieve the heights we seek for our

"SKIP" O'CONNOR has had a phenomenal track coaching record at Concord, Massachusetts, High School. His teams have won more than 150 dual meets plus 45 league, state, and sectional championships including six consecutive state indoor titles.

jumpers in the near future. Extensive study and experimentation in track and field are going on not only in Russia, but also in other European countries. The next Olympic Games will carry this point home effectively.

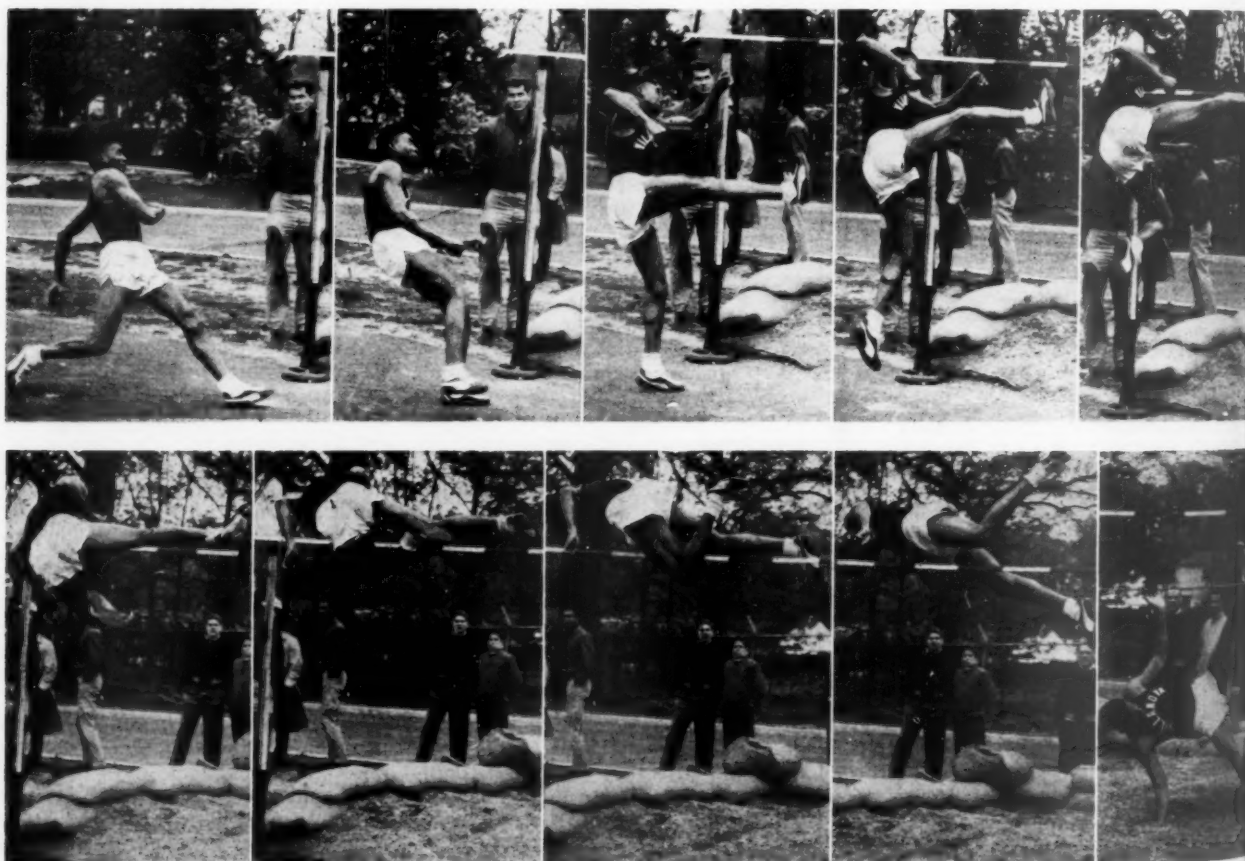
Another phase of high jumping which needs study is the position of the jumper's body above the bar. Anyone who saw the jumping in our Eastern indoor meets last winter was bound to be struck by the vast differences in clearance style employed by some mighty fine high jumpers. To be sure, the stomach roll was most common, but even that could be seen in many variations. Nilsson's unusual form presented a very obvious contrast. The Western Roll still had its strong supporters, but we saw two jumpers, one in high school competi-

tion and one in college, clear the bar on their backs. No wonder there are questions in the minds of coaches about the most effective clearance style.

In talking with Les Steers over fifteen years ago, he said that if high jump pits were kept in better shape or softer landing mats were provided indoors, he would seriously consider turning completely over in his stomach roll and landing flat on his back. The amount of foresight he showed that long ago will be noticed today in watching Phil Reavis, his teammate Charlie Stead, and many other rising young jumpers. They actually do make a complete turn in the air and land on their backs. The Reavis style turn above the bar is worth serious consideration in developing future jumpers. If high jumpers combine the backward leaning, vertical lift take-off with the lifting of the trailing leg upward and away from the bar to complete a turn for a landing on their backs, they may go higher than they ever dreamed. Although the Russians seem to have adopted a modified Nilsson type jump, many coaches are of the opinion that less effort and fewer gymnastic contor-

(Continued on page 63)

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100-Yd. Dash	9.3	Fresno, Calif.	5/12/56	220-Yd. L.H.	22.3	Salt Lake City	6/21/47
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Competition for Children - - Theory Versus Practice

SIX years ago the Joint Committee on Competition for Children of Elementary and Junior High School issued a report which stirred up a hornet's nest. At that time very few publications commented editorially upon the report. The Athletic Journal was not one of the publications for we took issue with this report and a subsequent report of the Educational Policies Commission.

In both of these reports we saw a number of fallacies and felt that some of the policies advocated were detrimental to secondary school athletic programs. We did not hesitate to call some of these facts to the attention of our readers although we knew our views would be unpopular with a number of them. Such is the case whenever a publication or newspaper takes sides on a controversial issue.

In discussing the matter of competition within Little League Baseball and Biddy Basketball, we said: "We gained the impression that the schools had done little in the way of after-school activities for the youth, and when outside organizations organized activities to get the youth off the streets they mushroomed in popularity. Now the school administrations are covering up their own inadequacy by condemning the program because of the somewhat doubtful effects on the mental and physical development of children." We concluded by saying: "We feel that the school administrators had better stop worrying about 'some recreation programs competing with the school for the youngsters

time,' and instead start competing with the recreation programs."

Two years later we said: "Much has been said about the emotional and psychological strain placed upon an athlete in an interschool contest. We wonder if the strain would not be greater on the high school sophomore in his first interscholastic game than on a boy who has been gradually conditioned through a well-organized program during the three previous years. At least he is being molded during his impressionable years with athletic training."

Today a number of leading school men are expressing these same views. In discussing the reasons why, the New York State Public High School Athletic Association undertook a study on junior high school athletics. John Archer, the association's secretary said: "We were alarmed moreover that outside agencies were infringing upon the control of athletic activities for boys in grades seven, eight, and nine. Whereas since competition for boys in junior high school grades is growing, it is agreed that it should be controlled by the schools."

Recently Paul D. Collier of the Connecticut Department of Education had this to say: "The junior high school will have to play an increasingly important role in beginning or 'foundation' athletics. Seventh grade pupils at age twelve have already been introduced to the sports that are prevalent in the senior high school and are either learning or possess skills which are necessary for participation. Failure on the part of the school to recognize readiness for athletics would be a denial of responsibility and an open invitation to outside interests, which may not have the most desirable qualifications, to organize and manage athletic programs for youth of junior high school age. Guidance and control must be provided by the same type of competent educational authority which now prevails at the senior high school level."

Our feeling was and is that the American youth is sports-minded and because our sports are of a highly competitive nature youth is going to indulge in competitive sports. The schools have been dilatory in planning for competitive sports mainly because a few misguided Ph.D.'s have been vociferous in their denunciation of such a program. The result has been the growth of non-school sponsored programs. In most instances, these programs have been well administered, but we cannot help feel how much better they would have been had skilled school administrators handled them.

Secondly, we have never felt that a line of demarcation can be drawn between eighth and ninth grades wherein on one side athletics are harmful, and on the other side valuable. Those actually in the field realize that there is a vast difference between the theories of a few professors and the dictates of a practical program.



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National Honor Roll

Competitor and School	Meet	Time	Competitor and School	Meet	Time
100-Yard Dash			Mile Run		
Garton (New Boston, Texas)	Cowtown Relays	9.5	Burleson (Cottage Grove, Ore.)	Corvallis Inv.	4:13.2
Clipper (Muir, Pasadena, Calif.)	So. Counties Inv.	9.6	Cooper (Technical, Fort Worth, Texas)	State	4:17.9
Ford (New Trier, Winnetka, Ill.)	State District	9.6	San Romani (East, Wichita, Kans.)	State	4:20.1
Puckett (Cove, Ore.)	State	9.6	Dotson (Concordia, Kans.)	K. U. Relays	4:20.2
Thygerson (Pampa, Texas)	State	9.6	Nelson (Faribault, Minn.)	State	4:20.2
Watson (Jordan, Los Angeles, Calif.)	State	9.6	Purdy (Grosse Point, Mich.)	State	4:21.8
Budd (Asbury Park, N. J.)	State	9.7	Covington (Compton, Calif.)	So. Section Finals	4:22.1
Buchanan (Kearny, San Diego, Calif.)	San Diego City League	9.7	Francello (No. Arlington, N. J.)	State	4:22.5
Coan (Pasadena, Texas)	District	9.7	Chapman (Huntington, L. I., N. Y.)	Intersectional	4:22.6
Glossom (Brackenridge, San Antonio, Texas)	San Antonio Inv.	9.7	Millgren (El Monte, Calif.)	Pacific League Finals	4:22.6
Green (Richland Springs, Texas)	El Dorado Relays	9.7	120-Yard High Hurdles		
Jackson (Bloom, Chicago Heights, Ill.)	State District	9.7	James (Centennial, Compton, Calif.)	State	14.1
Mills (Lakewood, Ohio)	State	9.7	Lee (Mt. Lebanon, Penna.)	State	14.1
Minter (Gladewater, Texas)	Regional	9.7	Wilson (Snyder, Texas)	State	14.1
Murphy (Hobbs, New Mex.)	Monahans Inv.	9.7	Ashmore (Evanston, Ill.)	State District	14.2
Thomas (Northside, Fort Worth, Texas)	Cowtown Relays	9.7	Bernard (Graham, Texas)	District	14.2
220-Yard Dash			Blair (Highland, New Mex.)	Hobbs Inv.	14.2
Clipper (Muir, Pasadena, Calif.)	So. Section Finals	20.6	Cunningham (Refugio, Texas)	Refugio Inv.	14.3
Castle (Weber, Utah)	State	20.8	Hultz (Lincoln, San Diego, Calif.)	So. Section Finals	14.3
Garton (New Boston, Texas)	State	20.8	Pras (Dover, N. J.)	State	14.3
Rhodes (Hoover, Glendale, Calif.)	So. Counties Inv.	20.8	Swafford (Abilene, Texas)	Red Raiders Relays	14.3
Thygerson (Pampa, Texas)	State	20.9	180-Yard Low Hurdles		
Bates (Manual Arts, Los Angeles, Calif.)	State	21.1	Howard (San Bernardino, Calif.)	Chaffey Inv.	18.7
Hamilton (Fairmount Heights, Md.)	State	21.1	Morgan (Snyder, Texas)	State	18.8
Tripp (Crawford, San Diego, Calif.)	So. Section Semi-Finals	21.1	Blair (Highland, Albuquerque, New Mex.)	District	18.9
Mills (Lakewood, Ohio)	State	21.2	Ashmore (Evanston, Ill.)	State District	19.0
Budd (Asbury Park, N. J.)	State	21.3	Cawley (Farmington, Mich.)	State	19.0
Ford (New Trier, Winnetka, Ill.)	State District	21.3	Cunningham (Refugio, Texas)	Refugio Inv.	19.0
Green (Richland Springs, Texas)	State	21.3	Douglas (E. Bakersfield, Calif.)	State	19.0
Jackson (Bloom, Chicago Heights, Ill.)	State District	21.3	Andrews (Polytechnic, Long Beach, Calif.)	So Section Semi-Finals	19.1
Moore (La Habra, Calif.)	So. Section Semi-Finals	21.3	Bull (Bishop, Texas)	Regional	19.1
Murphy (Hobbs, New Mex.)	Monahans Inv.	21.3	Coates (Compton, Calif.)	So. Counties Inv.	19.1
Tinsley (Wheaton, Ill.)	State District	21.3	Grey (Lincoln, San Diego, Calif.)	So. Section Semi-Finals	19.1
440-Yard Dash			King (Abilene, Texas)	District	19.1
Mills (Lakewood, Ohio)	State	46.6	Field Events		
Cross (Boys Town, Nebr.)	State Prelims.	48.4	Pole Vault		
McDonald (Lubbock, Texas)	State	48.4	Stanley (Oakridge, Ore.)	State	14-11½
Raemore (Williamsport, Penna.)	State	48.5	Rose (Hoover, Glendale, Calif.)	State	14-1
Stoddard (Marshall, Oklahoma City, Okla.)	State	48.5	Davies (North, Phoenix, Ariz.)	State	13-10½
Wilcox (Norman, Okla.)	A & M Relays	48.5	Hein (Pasadena, Calif.)	Foothill League Finals	13-7
Farmer (Miramonte, Orinda, Calif.)	State	48.6	Price (Fullerton, Calif.)	Sunset League Fnls.	13-6¾
Cohen (Edison, Stockton, Calif.)	Sac-Joaquin Sec.	48.7	Manning (Anaheim, Calif.)	Chaffey Inv.	13-6½
Carter (So. Mountain, Phoenix, Ariz.)	State	48.8	Aguirre (Belmont, Los Angeles, Calif.)	State	13-6½
Schwartz (St. Francis, Flintridge, Calif.)	So. Section Finals	48.8	Schaefer (Oakland, Calif.)	State	13-6½
880-Yard Run			Johnson (Glendale, Calif.)	Pasadena Games	13-6
Crowley (Compton, Calif.)	So. Section Finals	1:54.0	Olander (Grossmont, Calif.)	So. Section Finals	13-5¾
Dante (Union, N. J.)	State	1:54.7	Harris (Baton Rouge, La.)	State	13-5
Menchaca (Lanier, San Antonio, Texas)	Regional	1:55.2	High Jump		
Gentry (Fremont, Los Angeles, Calif.)	State	1:55.4	Nickleberry (Oxnard, Calif.)	State	6-8
Burleson (Cottage Grove, Ore.)	State Sub District	1:55.7	Stuber (Bellflower, Calif.)	State	6-8
Dahl (Santa Ana, Calif.)	Sunset League	1:55.8	Thomas (Rindge Tech., Cambridge, Mass.)	State	6-7½
Gasaway (Graham, Texas)	Red Raiders Relays	1:55.9	Ewing (Harding, Oklahoma City, Okla.)	Bison Relays	6-6¾
Stone (East, Wichita, Kans.)	State	1:55.9	Burnett (Jefferson, Los Angeles, Calif.)	State	6-6
Durall (Gonzaga, Spokane, Wash.)	State	1:56.4	Faust (Culver City, Calif.)	So. Section Finals	6-6
			Wyborney (Port Angeles, Wash.)	State	6-5¾
			Williams (Boyer City, Mich.)	Regional	6-5½
			Marshall (Bear Creek, Morrison, Colo.)	State	6-4¾

(Continued on page 38)

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Track in the High Schools

STATE	120 HIGH HURDLES	100 DASH	MILE	880 RELAY	440	180 LOWS	880	220 DASH	MILE RELAY	POLE	SHOT	HIGH	DISCUS	BROAD	JAVELIN (a)	TOTAL
ALA.	15.5	10.1	4:37.6		52.0	★ 20.2	1:59.8	22.6	★ 3:29.8	12-0	47-0	★ 6-1 3/4	★ 158-0 1/2	★ 23-1 1/4		2 (21)
ARIZ.	14.7	10.2	4:34.3	1:32.4	★ 48.8	20.5	2:02.2	★ 22.0		★ 13-10 1/2	65-9	6-2	★ 174-5	22-3 3/4		23 (7)
ARK.	★ 14.8	10.0	★ 4:33.5	1:31.2	49.8	20.0	2:02.8	22.6	★ 3:25.5	★ 12-0	★ 51-10 1/2	6-0 3/4	141-3	21-9		
CALIF.	★ 14.1	9.8	4:23.7	1:28.3	48.6	7 19.0	1:55.4	★ 20.7	★ 8 14-1	★ 14-1	★ 61-4 1/2	★ 6-3	★ 166-8	★ 24-6	10	86 (1)
COLO.	14.6	10.0	4:40.2		50.3	19.9	2:01.6	22.3	3:28.6	12-7 1/4	55-0 3/4	6-4 3/4	152-3	22-6 3/4		4 (17)
CONN.	15.4	10.1	4:26.3	1:32.3	49.9	20.2	1:58.8	22.2		11-6	52-0 1/2	6-0	148-7	22-6 3/4	186-8 1/2	
DEL.	No State Meet															
D. C.	★ 14.5	10.4	4:37.4	1:31.6	50.8	★ 20.3	2:03.7	23.2	3:28.2	11-0	★ 57-0	6-0	135-9	21-8		1/2 (28)
FLA.	★ 14.6	10.1	4:33.9	1:30.9	★ 49.5	20.8	2:01.6	22.2	★ 3:28.6	12-6	★ 54-5	6-1 1/2	★ 154-4 1/2	22-2 1/2		
GA.	14.9	★ 9.9	4:41.3		★ 49.2	19.7	★ 1:58.9	21.9	★ 3:29.5	★ 12-11 1/4	53-8	★ 6-2 1/2	144-8	22-4 1/2	161-3	
IDAHO	15.6	10.2	4:36.6	★ 1:32.4	50.8	★ 20.0	2:01.0	22.1	★ 3:31.1	★ 13-2	★ 54-6	6-0	156-4	21-8		1 1/2 (22)
ILL.	15.2	10.3	4:23.4	1:30.0	49.7	19.7	1:57.6	22.4	★ 3:24.4	12-6	57-3	6-3	★ 169-8	22-0 1/4		3 1/2 (20)
IND.	14.7	10.0	4:26.0	1:31.1	50.2	19.9	1:57.4	22.0		★ 12-3	★ 57-8 1/4	6-2		22-8		1 (25)
IOWA	★ 14.5	10.0	4:25.0	1:31.0	50.3	1/2 19.4	1:57.7	22.1	3:28.5	12-7 1/4	★ 56-8 3/4	6-0	146-6 3/4	21-10 3/4		8/15 (26)
KANS.	15.0	10.2	★ 4:20.1	1:30.6	50.2	19.5	★ 1:55.9	22.0	★ 3:25.2	12-8	58-4	6-2 1/4	★ 174-11 1/2	23-0	1	25 (6)
KY.	15.5	10.1	4:31.5	1:32.9	★ 50.4	20.4	★ 2:00.4	22.0	3:33.4	★ 11-10 3/4	50-5 1/2	6-0	145-5	21-6		
LA.	15.0	9.9	★ 4:31.1	1:31.6	★ 49.1	19.9	2:01.6	21.9	★ 3:26.4	13-5	50-9 3/4	6-3 1/2	145-0 1/2	22-3 1/2	★ 202-5	5 1/2 (16)
MAINE	16.6	10.2	4:36.8	1:35.4	51.1	21.3	2:03.4	22.9		★ 11-9 1/4	47-2	5-7	146-11 1/2	19-11 1/4	175-3	
MD.	★ 9.9	★ 9.9	★ 4:34.1	1:34.7	52.0		2:02.2	★ 21.1	3:33.9	★ 12-6	46-4	5-10	★ 150-1 1/2	21-6		4 (17)
MASS.	14.8	9.9	4:33.0	1:32.1	49.9	20.7	1:56.5	21.9		11-8	50-4 1/2	★ 6-7 1/2	146-4	★ 22-11 1/4	★ 183-2	8 (13)
MICH.	1/2 14.5	★ 9.8	★ 4:21.8	1:30.4	49.9	★ 19.0	1:59.3	★ 21.4		★ 12-11 3/4	54-7	1 1/2 6-3 1/2		23-2 3/4		15 (11)
MINN.	14.8	10.5	★ 4:20.2	1:32.2	51.9	★ 20.0	1:58.0	22.7	★ 3:28.1	12-6	★ 57-4 1/2	6-0 1/2	★ 169-11 1/2	22-1		8 (13)
MISS.	16.0	10.2	4:43.8		50.1	21.2	2:04.4	23.1	3:34.7	12-3	51-8 1/4	6-0 1/2	★ 151-0 1/2	20-9 1/4		
MO.	14.9	10.0	4:30.8	★ 1:30.0	49.5	19.9	2:00.7	22.0	3:27.1	★ 12-8 1/4	56-3 1/4	6-2	149-7	21-9 3/4		1/2 (27)

MINN.	14.8	10.5	★ 4:20.2	★ 6	1:32.2	51.9	★ 20.0	1:58.0	22.7	★ 3:28.1	12-6	★ 57-4½	6-0½	★ 169-11½	22-1	8 (13)
MISS.	16.0	10.2	4:43.8			50.1	21.2	2:04.4	23.1	3:34.7	12-3	51-8¼	6-0½	★ 151-0½	20-9¼	
MO.	14.9	10.0	4:30.8	★ 1/2	1:30.0	49.5	19.9	2:00.7	22.0	3:27.1	★ 12-8¼	56-3¼	6-2	149-7	21-9¾	½ (27)
MONT.	15.4	10.0	4:34.0	★	1:31.1	50.4	20.3	2:02.2	22.0		12-0	★ 55-0½	6-1½	143-10½	22-5½	191-5½
NEBR.	14.9	★ 9.8	4:38.3	1/4	1:31.2	49.0	19.9	1:59.1	21.7	★ 3:25.0	★ 12-10¼	53-11	6-1	154-5	22-10	1¼ (21)
NEV.	15.6	10.0	★ 4:36.6	★	1:33.8	★ 50.2	20.5	2:03.5	22.8		11-6	51-10½	6-0	141-10	21-5¼	
N. H.	15.9	10.3	★ 4:30.6	★	1:35.5	52.6	22.2	2:08.7	24.7		10-10	51-3	★ 6-0½	140-11	20-4	★ 180-9½
N. J.	14.3	★ 9.7	4:22.5	★ 1		49.8	19.4	★	21.3		12-7½	★ 60-6¼	6-0	159-6½	22-6½	25½ (5)
N. MEX.	★ 14.6	★ 9.8	4:40.1	★ 1/4	★ 1:29.0	50.1	★ 19.1	2:03.6	21.6	★ 3:22.4	12-2	52-3¼	6-0	154-7	22-8	185-3 (9)
N. Y.		9.9	★ 4:22.6	★ 4	★ 1:29.5	49.6	19.8	1:59.2	22.0		★ 12-6½	57-3¼	6-1½	158-0	21-11½	4 (17)
N. C.	15.3	10.3	★ 4:28.8	★		50.5	20.4	2:02.5	★ 21.6	3:29.6	12-4	49-9½	5-11¾	141-5	21-0	
N. D.	15.8	10.2	4:40.6		1:35.0	52.7	20.5	2:01.3	22.2		11-5	★ 53-2	6-0	145-1	20-9	158-1
OHIO	14.6	9.7	4:27.7	★ 3	1:29.7	★ 46.6	19.3	1:57.9	21.2	★ 3:26.0	12-8	★ 59-9¼	6-2	171-10½	22-5	27 (4)
OKLA.	14.6	10.1	4:26.5	★ 4	★ 1:30.0	★ 48.5	19.8	★ 1:57.1	21.8	★ 3:23.6	12-5	53-6	6-1	159-10	22-6	21 (3)
ORE.	★ 14.4	★ 9.9	4:21.4	★ 1/2	1:35.9	50.1	19.9	1:56.9	★ 22.2		★ 11-1	57-8	6-0½	159-6	★ 23-10½	★ 215-11 (3)
PA.	★ 14.8	★ 10.0	4:26.1	★ 1/2	★ 1:30.0	★ 48.5	19.4	1:57.5	21.4	★ 3:24.0	★ 12-4½	★ 57-7½	6-3	160-9	21-11	203-3½ (10)
R. I.		10.0	4:36.5			52.5	★ 19.6	2:02.0	★ 21.5		11-9	54-5	5-8	133-0½	21-6	177-6
S. C.	15.8	10.0	★ 4:32.7	★	1:33.7	51.1	21.6	★ 1:59.3	22.6	★ 3:34.8	★ 12-0	48-5¼	6-0½	135-11	20-5	
S. D.	15.3	10.6	4:36.5		1:33.0	50.2	20.3	2:02.3	22.8	★ 3:30.7	★ 12-5½	50-8	★ 6-2	151-9½	22-1	
TENN.	★ 14.9	10.0	4:37.1	★	1:31.9	52.2	★ 19.5	★ 1:59.5	22.6	3:33.3	12-0	49-9	6-0¼	141-10¼	22-2	
TEXAS	★ 14.5	★ 9.8	★ 4:34.0	★ 1/4	1:31.1	★ 49.6	20.5	2:02.9	20.8	3:30.1	11-10	54-3½	6-3	153-7	21-7½	★ 188-10½ (12)
UTAH	★ 15.2	10.3	4:38.6	★		52.5	★ 20.5	2:04.7	23.5	★ 51-7	11-3	★ 51-7	★ 5-11¾	★ 151-11¼	20-3	★ 181-3
VT.		10.2	4:29.8	★	1:34.1	50.7	19.8	★ 1:56.4	22.4	3:30.9	★ 12-10	51-10¼	6-1½	151-5½	22-6½	1½ (22)
WASH.	15.1	10.0	4:33.7	★	1:30.2	49.6	★ 19.5	1:56.4	21.6		★ 13-1¼	56-3½	6-5¾	★ 163-0½	22-10½	188-9½ (15)
W. VA.	14.7	10.0	4:34.0	★		50.0	20.1	2:02.6	22.5	3:34.0	11-0	47-11	5-10	146-0	21-5¾	
WISC.	1/2 14.5	10.1	4:29.5		1:32.7	50.6	19.9	2:01.7	22.5		12-2½	53-7	6-1½	154-3½	22-2	½ (23)
WYO.	15.1	10.0	4:45.2		1:33.9	52.4	20.3	2:04.2	23.0	★ 52-10	★ 12-4¼	★ 52-10	6-0	146-11	21-5	

(a) No points awarded for javelin because less than half the states have this event.

Broad Jump

Davis (Roosevelt, Los Angeles, Calif.)	Eastern League Finals	25-3
Rogers (Brawley, Calif.)	State	24-6
Jackson (Elkhart, Ind.)	N.I.H.S. Conference	24-1½
Moore (South Salem, Ore.)	State	23-10½
Tripp (Crawford, San Diego, Calif.)	So. Section Prelims.	23-9¼
Andrews (Polytechnic, Long Beach, Calif.)	Long Beach Relays	23-9
Wyatt (N. Dallas, Texas)	East Texas Relays	23-8¼
Coan (Pasadena, Texas)	District	23-8

Shot Put

Long (No. Phoenix, Ariz.)	Luke-Greenway Inv.	69-3
Slocumbe (Millikin, Long Beach, Calif.)	State	61-4½
Smith (Polytechnic, Long Beach, Calif.)	Long Beach Relays	61-2¼
Rosedahl (Ridgefield Park, N. J.)	State	60-6¼
Chamberlain (Polytechnic, Riverside, Calif.)	State	60-4½
Laspina (Wickliffe, Ohio)	State	59-9¾
Seifert (North Side, Fort Wayne, Ind.)	Regional	59-1¾

Discus Throw

Vernon (Oberlin, Kans.)	State	175-11½
Brown (McCallum, Austin, Texas)	State	174-8½
Johnstone (No. Phoenix, Ariz.)	State	174-5
Burns (Fairborn, Dayton, Ohio)	State	171-10½
Meyers (Odessa, Texas)	Brady Relays	171-8
Stafford (Matador, Texas)	Regional	170-1½
Peterson (Marshall, Minn.)	State	169-11½
Sharpenter (Marmion Military, Aurora, Ill.)	State	169-8
Coleman (Champaign, Ill.)	Urbana Relays	168-10
Hook (Ukiah, Calif.)	State	166-8

Javelin Throw

Smith (Junction City, Kans.)	Regional	217-4½
Winningham (Grants Pass, Ore.)	State	215-11
McDonnell (Haddon Heights, N. J.)	State	210-7½

Plummer (Central Cambria, Ebensburg, Penna.)	State	203-3¼
Galbott (McPherson, Kans.)	State	202-10
Cage (Neville, La.)	State	202-5
Turner (Shawnee Mission, Merriam, Kans.)	Sunflower League	199-5
Walker (Englewood, Kans.)	State Prelims.	199-1
Hanke (Newton, Kans.)	State	196-3¼
Otero (Los Lunas, New Mex.)	Los Lunas Inv.	194-7

880-Yard Relay

Manual Arts (Los Angeles, Calif.)	State Prelims.	1:27.7
Polytechnic (Long Beach, Calif.)	So. Section Finals	1:27.9
Harding (Oklahoma City, Okla.)	State	1:28.0
Fremont (Los Angeles, Calif.)	State Prelims.	1:28.3
Roosevelt (Los Angeles, Calif.)	City Meet	1:28.5
Hoover (Glendale, Calif.)	So. Section Semi-Finals	1:28.6
Lincoln (San Diego, Calif.)	San Diego City League	1:28.6
Berkeley, Calif.	No. Coast Sec. Finals	1:28.9
Highland, New Mex.	State	1:29

Mile Relay

Andrews, Texas	State	3:18.2
Robert E. Lee, Baytown, Texas	State Prelims.	3:19.5
Abilene, Texas	Red Raiders Relays	3:21.7
Hobbs, New Mex.	State	3:22.4
North Side, Fort Worth, Texas	Regional	3:22.7
Central, Tulsa, Okla.	A & M Relays	3:22.8

440-Yard Relay

Brackenridge, San Antonio, Texas	State	42.0
Andrews, Texas	West Texas Relays	42.6
North Side, Fort Worth, Texas	Regional	42.7
Paschal, Fort Worth, Texas	Fort Worth City	42.8
Central, Little Rock, Ark.	Arkansas Relays	42.9
Las Vegas, Nev.	State	42.9
Robert E. Lee, Baytown, Texas	Texas Relays	42.9
Hobbs, New Mex.	Hobbs Inv.	43.0
Pasadena, Texas	Regional	43.0
Highland, New Mex.	Hobbs Inv.	43.1

Thirteenth Annual Report on High School Track

Meet Summary Appears on the Preceding Two Pages

IN presenting this thirteenth annual report on high school track, we wish to emphasize, as we have for each of the previous twelve years, that too much emphasis should not be placed on the point score. Varying weather, track, and climatic conditions make it impossible to consider this report other than a compilation of interesting statistics.

An explanation is necessary regarding the two-page chart used in conjunction with this study. The winning time or distance for the generally accepted events is listed for each state with the exception of Delaware which does not hold a state meet. These performances were made in the final state meets held during the spring of 1958. The six best performances in each event are awarded points following the NCAA point system of 10, 8,

6, 4, 2, and 1. The best performance is indicated by a solid red block. When two or more states tied for the best performance, as in the case of the 120 high hurdles and the 100-yard dash, a red diagonal block was used. In every instance a star indicates a new state record. Under the heading, *Total*, the black figures represent the total number of points earned by each state. The red figures in parentheses show the ranking of those states which scored points. It will be noted that 29 states earned points in this year's study. A total of 31 points is possible for each of the 14 events included in the study.

California First Again

Only twice in the 13 years in which this study has been presented has

California failed to finish on top, and in both instances Texas was the state that won the laurels. While California won this year, its margin was the smallest of any champion. California's margin over Texas was only 3½ points as compared with its 61 point spread over second place, Louisiana, a year ago.

Ohio dropped one place from its third place finish of a year ago, while New Jersey returned to the *top ten*, taking over fifth place. Kansas and Arizona repeated as members of the elite group. Oregon returned to the *top ten* for its fourth appearance in this group. Surprisingly enough, although Oklahoma is tied with Iowa for the tenth spot in the all-time list, this year marks its first appearance among the leaders. New Mexico accumulated a third of its total points

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and moved into the ninth spot. Perennially strong Pennsylvania concludes the *top ten*. Illinois, Louisiana, New York, and Washington were replaced this year by New Jersey, Oklahoma, Oregon, and New Mexico.

California and Texas have been on the select list all thirteen times, while Ohio has only missed once. Illinois and Pennsylvania have been represented ten times. For the last three years Indiana has failed to score enough points to be accorded recognition among the *top ten*, but has appeared nine times. New York is next with seven appearances, followed by New Jersey and Kansas with six, and Washington with five appearances. Arizona and Oregon have been represented four times, while Michigan, Missouri, and Louisiana have been honored on three occasions. Massachusetts has been among the leaders twice and Colorado, Connecticut, Florida, Tennessee, Utah, and Virginia are joined by newcomers, Oklahoma and New Mexico, for their initial appearance.

Standings

There was no change among the first four in the all-time list. Although Illinois only registered three points, it managed to hold onto fourth place. New York only scored four points; however, coupled with Indiana's poor showing, these points brought the two states into a tie for fifth place. Pennsylvania and New Jersey continued to strengthen their positions at seventh and eighth, while Kansas moved into ninth place. Oklahoma, as mentioned previously, moved into a tenth place tie. Five years ago the three Midwestern states of Illinois, Indiana, and Iowa held fourth, fifth, and eighth place respectively. These three states have only picked up a total of 123 points, while the three Middle Atlantic states of New York, New Jersey, and Pennsylvania increased their total points by 184 over the same five-year period.

Oregon and Arizona moved ahead of Missouri, while Michigan took over eighteenth place from Wisconsin. In the last five years Wisconsin has only earned a total of two points. On the other hand, Michigan has practically doubled its points, and while not moving up the list, has appreciably strengthened its position. Five years ago Michigan trailed the tenth place state by 84 points, and as of now has reduced that margin to 64 points.

New Mexico showed the biggest improvement, jumping from twenty-eighth to twenty-third place. Five years ago New Mexico had only 6 points and was in thirty-second place.

At the present time New Mexico is a strong contender for the first division.

Among the eleven states representing the first ten in the all-time list, there are three Middle Atlantic states, three of the five East North Central states, three of the seven West North Central states, one Pacific Coast state, and one state representing the West South Central group of states. Together these states represent 72 per cent of the total of 5362 points scored. California alone has scored a fifth of all the points scored in this 13-year study.

The standings for the states follow. All fractions have been rounded off to the nearest full number.

1. Calif.	1099	23. N. Mex.	46
2. Texas	610	24. Utah	45
3. Ohio	389	25. Fla.	39
4. Ill.	329	Minn.	39
5. Ind.	261	Neb.	39
N. Y.	261	28. N. Dak.	30
7. Penna.	226	29. Idaho	20
8. N. J.	217	30. Mont.	19
9. Kans.	167	31. D. C.	18
10. Iowa	159	32. Tenn.	15
Okla.	159	W. Va.	15
12. Wash.	139	34. Ark.	9
13. Ore.	133	Md.	9
14. Ariz.	120	36. Ky.	8
15. La.	119	N. Car.	8
16. Mo.	116	38. Nev.	7
17. Mass.	102	39. R. I.	6
18. Mich.	95	40. Ga.	5
19. Wisc.	86	S. Dak.	5
20. Colo.	80	42. Ala.	4
21. Conn.	62	43. Miss.	1
22. Va.	51	44. Wyo.	1/2

Sectional Averages

At times the weather is unfavorable for state meets, and as a result the times and distances do not reflect a true picture of a given state's track strength. In order to broaden the picture as much as possible, the states were grouped into the nine generally recognized sections of the country. This was done for the second study and has been followed each year since.

Again we like to point out that the value of a study of this nature is only to be found in a comparison over a period of several years. In order to make such a comparison, we are listing the sectional averages for the first two-year period, for two years ago, last year, and the current study.

	'47-'56	1957	1958	1959
Pacific	33.6	37.3	43.3	42.0
West So. Central	20.5	17.0	16.7	27.2
Middle Atlantic	17.6	10.9	23.3	15.6
East No. Central	19.1	21.8	11.2	09.2
Mountain	02.8	03.2	03.7	06.9
West No. Central	05.9	09.6	04.1	05.0
New England	03.0	03.7	03.2	01.3
South Atlantic	01.5	00.5	04.5	00.7
East So. Central	00.8	00.0	00.0	00.2

During the twelve years that sectional averages have been figured, the Pacific Coast states have led in each instance with the exception of the first

year. In that year the honor went to the East North Central states of Ohio, Indiana, Illinois, Michigan, and Wisconsin. This section, the Middle Atlantic section, and the West South Central section have staged quite a contest with each other for runner-up honors. In the twelve years the Middle Atlantic section was second five times and the West South Central region was runner-up three times. In addition to its one win, the East North Central region also had three second place finishes.

The West South Central average of 27.2 points per state is the highest average achieved by that section. It does not equal the record runner-up average of 29.1 recorded by the Middle Atlantic states in 1954. The fifth place finish of the Mountain states was the highest that section has achieved.

In the earlier years of the study, the 14 states comprising the first four sections dominated the track picture more than they have during the last two years. During the first five-year period the four leading sections accounted for 85 per cent of the total points. During the next five-year period this figure had climbed to 88 per cent. In the 1957 study these same four sections accounted for 83.6 per cent of the total points. Last year this figure was reduced to 74.4 per cent, while this year it remained almost the same at 74.7 per cent.

Performances

This year's study far surpasses any of the previous studies in the matter of performances. For example, last year 116 records were broken and this was the highest figure over any of the previous eleven years. However, this year there were 150 new records established. This figure does not include the javelin. Although 21 states established new records in the pole vault, the field events on the whole withstood the onslaught of new records better than in the previous year. In the 1958 study, the five field events accounted for 44 per cent of the new records, while this year the same five events were responsible for only 37 per cent.

Oregon heads the list with seven new records. Georgia and Vermont follow with six new marks, while a number of states wrote as many as five new records into the books.

As mentioned previously, the 1958 state high school meets produced terrific performances. This fact is readily discernible when the average winning performances are compared with those of previous years. In the follow-

ing table the averages for the first ten years are given, the averages for the next two years, and the averages for the current study.

Event	'47-'56	'57-'58	1959
120 H. H.	15.28	15.06	14.97
100	10.17	10.05	10.03
Mile	4:38.11	4:35.33	4:31.74
880 Ry.	1:36.64	1:32.33	1:31.85
440 Yd.	51.86	50.64	50.26
880 Yd.	2:02.20	2:00.97	2:00.41
180 L. H.*		20.17	20.05
220 Yd.	22.50	22.21	22.13
Mile Ry.**		3:29.74	3:29.29
Pole	11-6 1/4	11-9	12-3
Shot	49-6	53-5	53-9
H. J.	5-10	6-0 1/2	6-1 1/2
Discus	142-8 1/2	152-2	152-7
B. J.	21-5	21-9	21-8

*Only recently has been recognized as the accepted distance for the low hurdle event.

**Mile Relay included for the first time in 1956.

National Honor Roll

Each year in connection with this report on high school track, we present the National Honor Roll as selected by Bill Russell of the California Interscholastic Federation for the *National Federation High School Track and Field Guide*.

There are 165 listings on this year's Honor Roll and 50 are from California. Although this may seem to be a great many, it is quite a reduction from the 70 California listings of last year and the all-time high of 73 on the 1954 Honor Roll. Texas accounted for 37 listings, and this is a high for any state except California.

While there continues to be a great preponderance of listings from the four leading sections, each year shows an improvement as far as the balance of the country is concerned. In the write-up three years ago, 87 per cent of the listings were from states in the Middle Atlantic, East North Central, West South Central, and Pacific sections. Two years ago this had declined slightly to 86 per cent, and last year to 85 per cent. This year's study shows a further decline to 80 per cent.

Of the 165 meritorious performances, 42 per cent were made in state meets, while another 26 per cent were recorded in state preliminaries, sectionals or regionals.

The Red Raider Relays and the Hobbs (N. Mex.) Invitational led the private meets with three listings for each.

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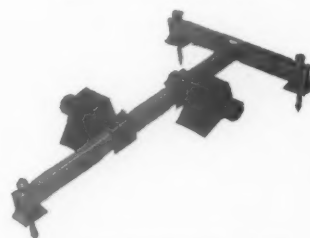
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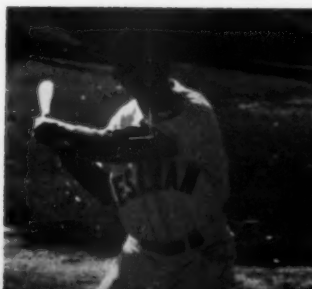
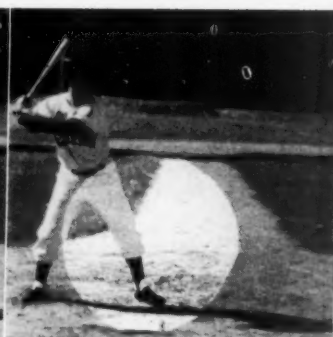
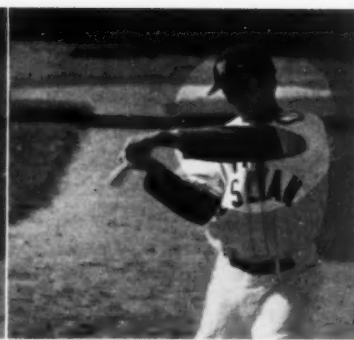
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Let's Think About Hitting the Ball

Series

A

By LES MICHAEL

Baseball Coach, Ohio Wesleyan University, Delaware, Ohio

Series

B

Series

C

Series

D

Series

E

IN our opinion, very often college baseball players have the idea that if they were pretty good high school hitters they will be successful against college pitching.

Actually, batting is a complicated action. In coaching hitters, the techniques of the whole action must be broken down in order to give the players a better understanding of what is necessary in order to become a good hitter. Of course, along with a thorough understanding of all the fundamentals of hitting, a coach is fortunate if his prospective hitters have natural ability. We feel that any player who will take sufficient time and interest in his hitting, will be able to raise his average considerably during a single season.

In our program at Ohio Wesleyan University, an attempt is made to break the batting process down into its component parts in order to expose the players to all the fundamentals of batting. We also try to impress on our players the importance of mental preparedness and confidence if they are to become good hitters.

In order to place the subject of batting before our team, the batting process is discussed thoroughly. Our players are told they must have confidence in themselves as they face the pitcher. They must feel they will be

successful at the plate and realize it is possible to hit every pitcher. Confidence helps batters through adversity; tenseness and overanxiety are hindrances in batting. Hitters should be relaxed both physically and mentally while they are at the plate. If they guess on the pitch, they will be in trouble. They should be aggressive hitters, ready to hit every pitch they want to hit. This psychological approach will make them swing rather than take a third strike. Mental attitude is of the greatest importance in hitting.

When a player is ready mentally to hit and has the necessary confidence, then he is ready to analyze the basic fundamentals which should be observed when hitting.

1. *The Stance:* A hitter's body should be held erect or in a slight crouch. His shoulders and hips should be level. His weight should be distributed on the balls of his feet and his feet should be spread comfortably. The open or closed stance can be used. We favor the spread stance. The distance a hitter stands away from the plate will vary with his size and the length of his arms.

2. *The Short Stride:* This stride should be from 6 to 8 inches. There should be very little forward movement of the hitter's head and body. He should start the forward stride

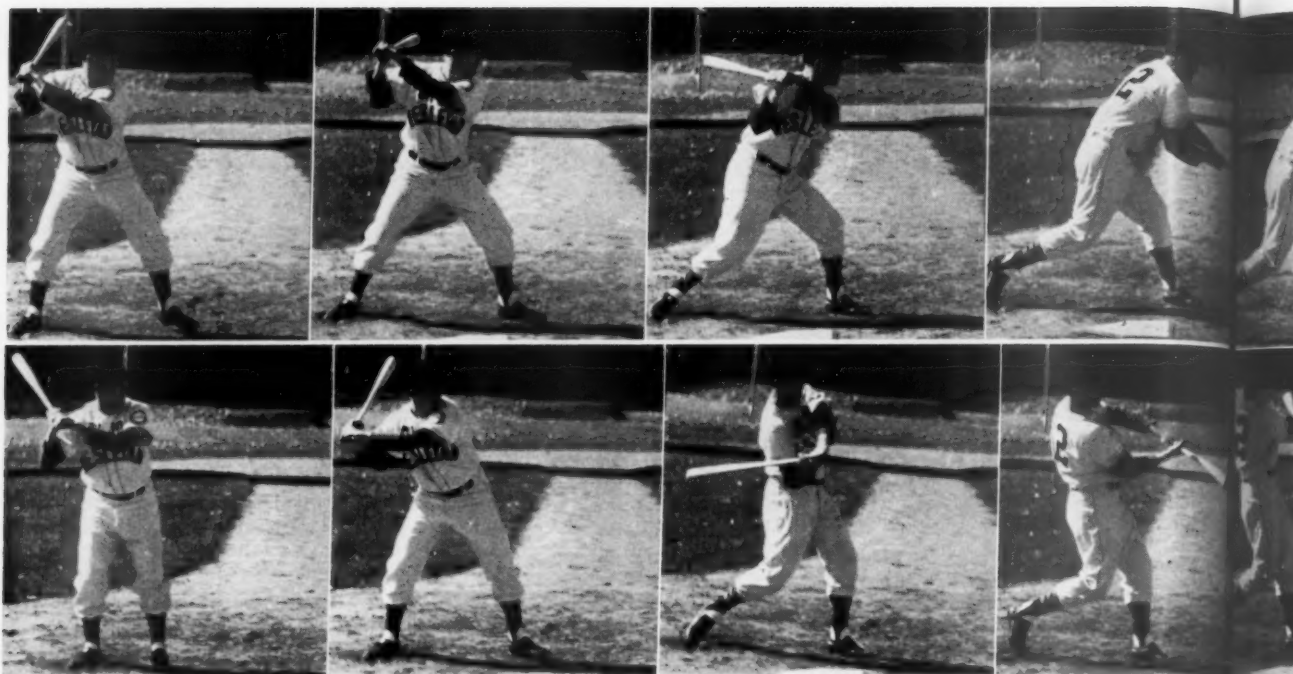
Series A—SHOULDER POINTS AT PITCHER

Series B—HIPS LEAD IN PIVOTING

Series C—FOOT POINTS AT PITCHER

Series D—FRONT ARM FAIRLY STRAIGHT

Series E—THE WRISTS ARE ROLLED



the instant the ball leaves the pitcher's hand. The ball should be hit just after the stride and not with it. The hitter should wait a split-second after the stride in order to judge the pitch. Then he is ready to hit if the ball is in the strike zone. The stride should be taken as the ball leaves the pitcher's hand. Then the hitter can judge the ball after his eyes and head have lowered with the stride. A baseball reaches the plate in two-thirds of a second. The hitter must get a look at it as soon as possible after it leaves the pitcher's hand.

3. *The Hitting Actions:* When hitting, good hand and arm actions are important. Batting power is derived from the shoulders, hips, arms, and wrists. The hitter's shoulders must be level when he is hitting. He should not dip and chop. His front shoulder should point toward the pitcher as long as possible (Series A). This posi-

tion will enable him to hit the curves and outside pitches. The hips help to turn the hitter's shoulders when he is swinging (Series B). A hitter's shoulders and body should follow his hips in turning. This turn comes sooner on inside pitches than it does on outside pitches. As the stride is taken, a hitter should turn his front foot to point toward the pitcher. This movement enables his hips to turn (Series C).

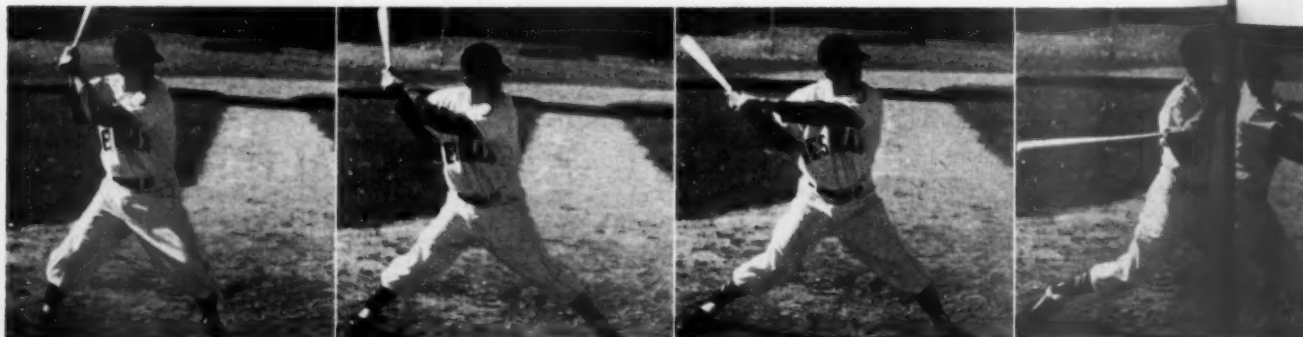
4. *The Arms in Hitting:* Try to keep the front arm fairly straight. Power is generated in front; the other arm is a guide or controlling factor. As the bat is snapped, the hitter's arms are extended forcibly toward the ball (Series D).

5. *The Hands and Wrists in Hitting:* A hitter should cock his wrists before the start of the pitch, and keep them cocked while he is waiting for the pitch. As the hitting swing starts,

he should keep his wrists cocked until his hands reach the center of his body (Series E). Then he should break the wrists with lightning speed. When the bat contacts the ball, the hitter's wrists and hands are rolled. Good hitters have good wrists.

6. *Stepping to Hit:* A hitter should not step and hit; he should step to hit. The step depends on the pitch. It may be toward the plate, away from the plate or straight toward the pitcher if the ball is down the middle. The step is shorter on inside pitches and longer on outside pitches. A hitter should not step too far. He should point his front foot toward the pitcher when he steps.

7. *The Level Swing:* If a hitter maintains level hips and level shoulders, he will take a level swing. He should not lower his front shoulder because this movement will make him chop at the ball (Series F). He should





not drop his rear hip or rear shoulder. This movement will cause uppercutting and easy fly balls (Series G). A level bat will be in the same plane as the ball for a longer period of time, making it easier to hit (Series H). Minor adjustments of the wrists and hands up or down will help to keep the swing level for high or low pitches.

8. *The Follow-Through:* A hitter's entire body is used in a proper follow-through. His weight is transferred to his front leg when the ball is hit, his wrists and hands are rolled, and his arms and shoulders bring the bat in back of the hitter's body. He should hold on to the bat with both hands throughout the follow-through. The momentum of the bat should not be stopped. As the ball is hit, the front elbow points down, the back elbow and arm straighten out, and the back heel is raised. This follow-through is essential for maximum power at the plate.

9. *The Quiet Head in Hitting:* As he swings the bat, the hitter should be sure his head is still and facing

Series F and Series G

THE EFFECTS OF DROPPING THE FRONT AND REAR SHOULDERS

LES MICHAEL graduated from Ohio Wesleyan in 1940, and coached at Urbana, Ohio, High School before serving in the army during World War II. Following the war he served as athletic director at Mentor, Ohio, High School before returning to his alma mater in 1951. Last year his team won the championship of the 14-team Ohio Conference and went through the entire season undefeated. The team posted a .302 batting average with six regulars batting over .300. The team averaged 1.25 home runs per game. Michael's baseball teams have not been defeated at home in 25 straight contests extending over a three and a half year period.

Series H — THE LEVEL SWING

the pitcher (Series H). If his head turns, he will take his eyes off the ball, making it difficult to hit. His eyes must be glued on the spot where the pitcher will release the ball in order for him to get zeroed in on the ball the instant it leaves the pitcher's hand. Head turning and bobbing will hinder hitting, and will contribute to strike-outs.

10. *The Quiet Bat:* When the pitcher is in the act of throwing, the bat should be held motionless. If the

(Concluded on page 62)

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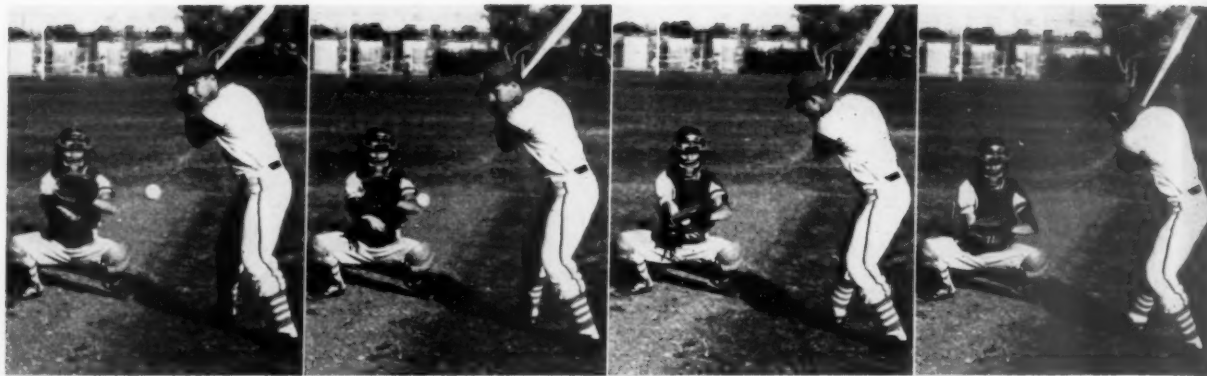
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SERIES A — Warm-up practice provides an excellent opportunity for the batter to watch the colored ball, as well as to form the habit of following the pitch into the catcher's glove. Once the habit is acquired, the batter has accomplished the greatest skill in baseball, watching the ball completely.



SERIES B — Use of broken bat handles to wind a barbell weight is an exercise for developing the wrist and finger muscles. The arms must be straight and the elbows locked. Have the wrists and fingers do their work. Five-pound weights provide a good starting resistance.

MANY times baseball coaches have players who are excellent fielders, run well, throw strongly, but cannot hit. Players who cannot hit cause their coaches to wish they had a method of reaction technique and education to use for the boy in need.

Aids to improve batting skills are not expensive. The first is the use of a color-ball.

Four baseballs are colored black, red, white, and green (Series A). Indelible ink is used on the stitches, or a three-quarter inch stripe is placed around both halves of the baseball cover. The balance of the ball is left the natural color. Four balls of each color can be used in testing.

When these balls are used, the batter must concentrate his complete attention on the pitch from the moment it leaves the pitcher's hand. As the ball goes into the catcher's glove, the batter must call out the color, either black, red, white or green. Then the catcher confirms or denies

the color and a manager records the batter's choice.

Use of these balls is a batter's self-testing device, educating him to keep his eyes on the ball. When the habit is perfected, the batter has confidence, especially if he has had a good percentage of correct calls.

Methods of Using the Color-Ball Technique

1. Introduce the color-ball as a warm-up between players. Change the colored balls so that every player sees the four colors.

2. Have the catcher and pitcher work for control, and use a batter as an aid. The batter watches the ball for the color. This is a lead-up drill to help the batter see all of the ball.

3. In pepper contests, exchange colored balls from one group to another.

4. Use the two ball one strike technique. The batter can continue to bat, even if he permits a strike to go over without hitting it, or if he misses a strike, just as long as he can continue to call the color. This is a great aid to interest, especially if three men are on deck to jump in if a color is missed.

5. Use regular batting practice with each batter getting ten good pitches at a time to hit, as well as calling the color of the ball, hit or missed. A correct call record is kept for each batter, as well as his hitting statistics.

6. In scrimmage team games, colored balls can be used alternately. The players are instructed to call the color when they see it. In a game situation,

ILLUSTRATION C shows one of our players working on his swing before the practice mirror in the gymnasium.



More Tips on Batting

By **REG MATTHEWS**

Physical Education Instructor, West High School, Phoenix, Arizona



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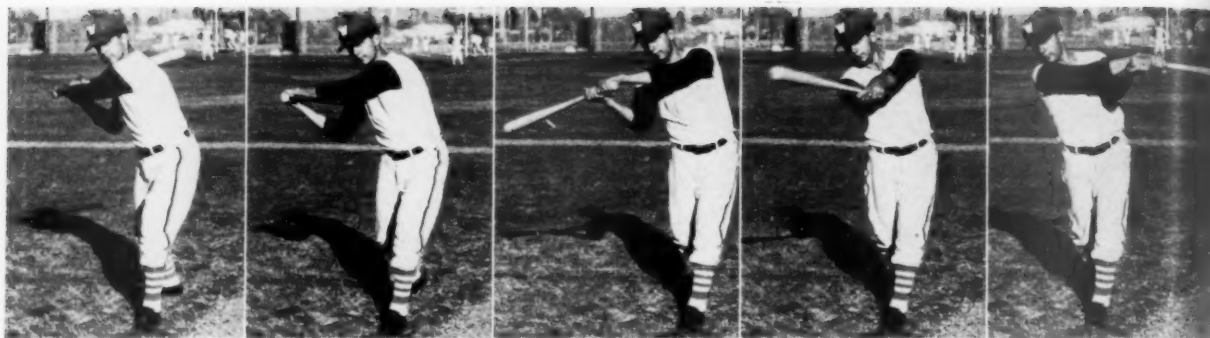
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SERIES D — Each player will employ his personal stance. The batter should have complete vision of the pitcher. He starts the swing from the ready position. There is no hitch or bat movement other than the normal swing. His arms are away from his body and not cramped up. The wrists are lock-

ed. His left hip is well out in front as the bat comes through. Illustration 4 shows the batter's hip and swing well coordinated out in front. Proper follow-through is shown in Illustration 5.

the batters will seem very relaxed. We believe it is confidence.

When this color technique is used, it is necessary to keep continuous statistics from one week to the next. A continuous table form is the easiest.

Another aid to batters is the use of broken bats with a rope or chain attached (Series B), to twist weights up and down in exercising the wrists.

Cut the good part of the bat into a 15-inch section. Bore a hole in the middle of this section and string it with a 5-foot piece of clothesline rope. Attach a clip-catch at the end of the rope. This is used to string weight plates, and to clip back on to the rope. If a weight is too light, it may be unfastened and replaced by a heavier one.

The batter should hold the bat section out at arm's length. Use the wrists to wind the rope around the bat section until the weight touches the bat. Then unwind the rope until the weight is at its low end. Each up and down counts as one exercise. This is an important aid to better wrists and better batting. Large door mirrors can be used by the batter for the purpose of full vision while he is dry

swinging, and studying his form (Illustration C).

These mirrors may be secured from second-hand stores. Mount a good stable standard behind them in order to show full vision of the batter. A full mirror set within inches of the

REG MATTHEWS believes in seeing the country. He graduated from Staunton Military Academy in Virginia, and the University of Nebraska. He received his master's degree from Boston University and is doing work during the summers for his doctorate at Indiana. Matthews coached at Lincoln, Nebraska and Natick, Massachusetts, High Schools before going to West High School in Phoenix. He is chairman of the physical education department and assists in coaching the football and baseball teams.

ground should be used. Many times a coach can tell a batter he is doing something wrong, but the batter cannot visualize his faults. However, with the help of a mirror he will be able to see his faults. The objective is self-

study. Correct batting habits can be developed and bad habits removed. A batter can actually see his hitches, unlevel swing, overstriding, and all of his other batting errors.

Adequate batting knowledge is very important in the improvement of the individual batter and in his education in batting. Many articles have been written on what a batter should do, but a simple list of batting facts is an excellent aid to a boy's understanding. Visual aids in the locker room, the dug out, and on the bulletin boards are helpful. The following batting facts can be reproduced for poster display:

1. A batter should have confidence in himself when he is on the field and in the batter's box.

2. His stance must be good. In a balanced stance, the batter's body is kept erect, his back leg is straight and planted, and the bat is away from his body (Series D). When the bat is held correctly, the left arm (for a right-handed batter) will be almost straight.

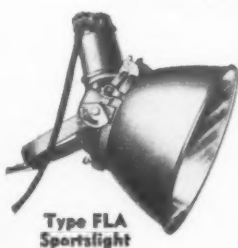
3. The wrists must be kept straight. If they are broken, the bat will be forced up. Keep the left shoulder

SERIES E — The batter is shown stepping into the outside pitch and hitting the ball into right field.





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down. Practice in front of the batting mirror.

4. Hitting good balls must become a habit, just as watching a ball for color becomes a habit.

5. Watch the ball pass and go into the catcher's glove.

6. On balls on the outside of the plate, the batter should step in and hit to the right (Series E). On balls to the inside, the batter should step away toward third base and hit out in front, pulling them to left field. Balls down the middle will be hits with power if they are stepped straight into and met in front of the plate (Series F). Practice in front of the batting mirror.

7. When pitches are thrown to the outside consistently, the batter should step into them. When pitchers throw to the inside consistently, the batter should position his feet farther away from the plate, to meet the inside pitch when he steps away to pull. If the hitter does not get the bat around to meet the pitch out in front, the ball will be hit off his hands.

8. When there is a man on first, the batter should try to hit the ball to the right. He can do so if he will step back more from the plate and make the most of the good pitches outside for right field hitting.

9. Hitters can help base-stealing teammates by swinging late on a pitch, and delaying the throw to the stealer's base.

10. When a teammate is stealing home, the hitter should remain in the batter's box until the pitch passes the plate.

11. Long striding is a bad fault, and a bad habit. (See Michael article)

12. A hitter should not lower his right shoulder. If he does, a pop-up is usually the result. (See Michael article)

13. He should swing at a pitch



SERIES F — The batter is stepping into a pitched ball down the middle. His stride into the ball is straight-away. For an inside pitch the stride must be away, and the pitch should be met well out in front. These illustrations show the pitch down the middle and the batter hitting straight-away.

with relaxed strength, whip, and have a good follow-through. Both hands should be kept on the bat until he drops it to sprint down the first baseline.

14. When batting against fast pitching, a hitter should take his stance deeper in the back of the batter's box.

15. In the case of slow pitching and curve pitchers, he should take his stance up in front of the batter's box.

16. If a hitter practices hitting good pitches, he will develop the habit. A pitcher who is slightly wild cannot pitch long if only his good pitches are hit.

17. On three and one counts, two and one counts, and three and zero counts, when the coach signals to hit, the hitter should be very alert.

18. Never guess what a pitcher will throw. Good batters are never guess hitters. Those who guess hit, become less confident, do not develop good batting habits, and display little in the way of teamwork.

19. When he hits the ball, the batter should drop his bat, sprint to first base, and get on base safely.

Bunting ability is very important (Series G), and at the present time

good bunters are scarce. In bunting the following rules should be observed:

1. When bunting, a batter must watch the ball carefully and bunt only good balls.

2. He should practice bunting technique in front of the mirror. A batter should square the stance around and face the pitcher, hold the bat loosely in his right hand, and have his hand behind the label area on the bat. The bat should be leveled to meet the ball. Extending the left hand slightly will direct the ball down the first baseline.

3. Power should not be applied to a bunt. Meet the ball with the bat and keep it on the ground. When bunting to get on base, try to keep it parallel to and inside the foul line from three to five feet.

4. Left-handed pitchers will generally have trouble throwing to first base if a bunt is close to the first baseline.

5. Remember, a good bunting team is a winning team because in batting and bunting the batter represents one-half of the offense. Hours of practice and attentive play develop good habits and good batters.

SERIES G — Bunting is an important phase of hitting. When learning to bunt, the batter should hold his bat at balance, and keep his eyes on the ball. He simply catches the ball with the bat in his balanced hand. The bunt is practiced

with only one hand on the bat in order to establish feel for the proper balance. Use of the correct form can help develop a drag bunt technique as well as a good sacrifice technique.



Track News Letter

(Continued from page 14)

about changes in coaching personnel and other items of interest to the group.

The second news letter, with the summaries of the early meets, is mailed the third week in April and each week thereafter throughout the season.

The following instructions are used for sending in the summaries of meets because they are simple, contain all the necessary information, and make for a standard form:

1. Send in the summary of the meet within 24 hours. The news letter will be more useful, up-to-date, and helpful if all cooperate by being prompt. Unless other arrangements are made, the home coach should send in the summary. If he is visiting an out-of-state college, he should send it in himself because these colleges are not included in the news letter.

2. Include in the summary of the meets: A. The score of the meet. B. The place where the meet was held. C. Condition of the track — soft, slow, fast, heavy, etc. D. Temperature — approximate degree. E. Weather — rain, fair, sunny, overcast, etc. F. If there was a wind, list the approximate miles per hour. Indicate whether it favored or hindered the sprinters and hurdlers. G. List any new school, field or meet records.

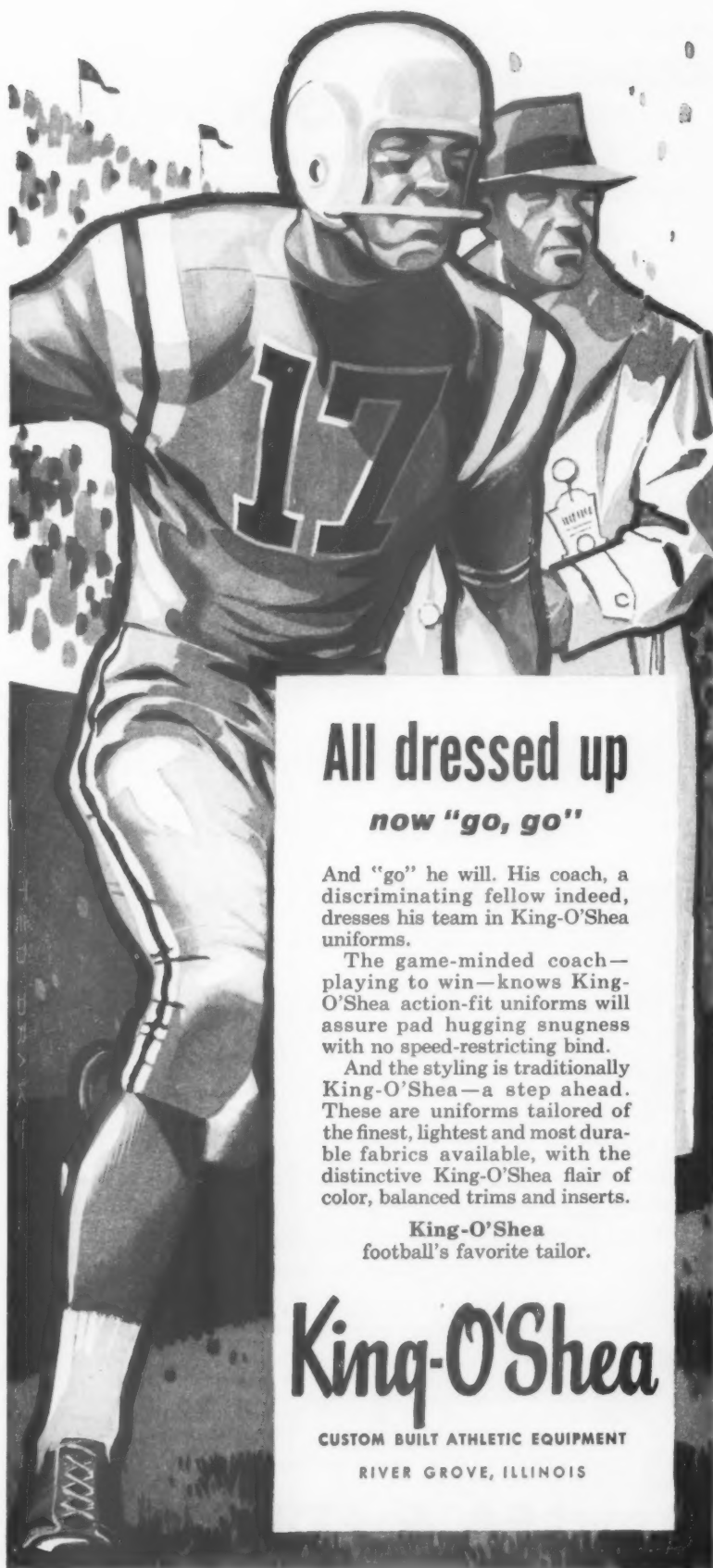
3. List the names, times, distances or heights of all place winners.

Several times during the season the top 15 or 20 men in each event along with their best marks are listed. This is very helpful in choosing heat leaders for the conference meets.

A small fee is charged to cover the cost of paper, stencils, mimeographing, and postage. Most schools order two copies, one for the coach and one to post in the team room.

The *Ohio College Track News Letter* has certainly made for better and more interesting track meets. It has taken much of the guesswork out of planning entries because it is easy for the coach to check back through previous letters and find the exact strength and depth of any opponent in any event and thus make his entries more intelligently. It also enables teams to go into meets better prepared mentally because they know just what they must do to win.

There is no reason why a similar plan could not be used successfully in any high school or college conference.



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All-Weather Surfaces

(Continued from page 17)

than average; therefore, five inches of one-half inch stone were used and then keyed with fine stone. After the one-half inch stone was put down as a base and keyed with fine stone, then it was rolled in both directions until a stable and smooth subgrade had been obtained. Any depression caused by the rolling process was corrected by filling with additional stone, and constant checks were made to assure that the subgrade would not vary from its proper elevation.

If there is not a level subgrade, then the calculation of surface dressing will be incorrect and will result in an inferior job. A tip that we feel will be beneficial is to use weed killer on the base before applying the asphalt and rubber mixture. Weeds will grow through any asphaltic concrete.

When our base was ready, then we needed the asphalt and rubber mixture along with equipment. The equipment which was used is as follows: 1. A hot pot (roofing pot). 2. Paddle to stir and mix. 3. Trowel and straight edge made from a 2 x 4. 4. A container filled with kerosene to use in keeping shovels and equipment clean. 5. A five-gallon can for carrying rubber buffings.

The hot pot which we used had a molasses gate on it. A truck was used to pull the pot to the exact location where we wanted the asphalt and rubber mixture. Then the mixture was poured into the forms and finished off with the straight edge.

For the asphalt mixture we used Michigan State Highway specification SOA Asphaltic Cement (85 to 100) Penetration. Penetration is important, for the higher the penetration, the softer the mixture becomes in hot weather. We purchased the asphalt directly from the city, heated it in the hot pot to 300-350 degrees, and then mixed rubber buffings and asphalt in equal proportions. When the two were mixed completely, we were ready to roll. Once the pouring process has been started, the mixture must be smoothed immediately. Then we dusted on sufficient rubber grindings to barely cover the mixture. One of the reasons why this process is quite economical is that one-half the mixture is free. We obtained all the rubber buffings needed free of charge from local tire recapping firms. This is a waste item and should be free in most localities. We screened our rubber buffings and felt that the additional time involved was well spent

because paper was sometimes thrown in with the grindings.

Illustration D shows our broad jump runway and the thickness of crushed stone and asphalt-rubber mixture. We experimented with varying thicknesses of asphalt-rubber and found one and one-half inches to be most satisfactory. In an area where there is winter freezing and thawing, five inches of crushed stone will provide satisfactory protection against heaving.

Whenever a discussion is held on our asphalt surfaces, invariably the question of cost arises. We found that the installation of all-weather surfaces cost less than expected. Of course, cost will vary with each locality, and labor is an important factor to consider. We put in an approach to the high jump, a shot circle, one 3 foot by 120 foot pole vault runway, and one 3 foot by 130 foot broad jump runway for \$150. The field maintenance man, members of the track team, and the coaching staff provided most of the labor.

Our opinion on the type of all-weather runways we installed is that they have satisfied all objectives. The caliber of our athletic competition has improved, as well as that of our competitors. The all-weather surfaces have been used by competitors from over 50 different schools, and all boys questioned have liked the surfaces extremely well. We have not had any cases of shin-splints or leg injuries. The athletes can use either spikes or sneaks although we insist on a three-eighths inch spike or less. We have never found that the surface adhered to the bottoms of the competitors shoes. Our field maintenance man is very happy about our all-weather surfaces because he can devote the time he spent formerly on runways to other areas. No longer do we fear the rain clouds because the all-weather surfaces are ready for use immediately, rain or shine. After 56 boys from 28 different schools had broad jumped 245 times during the Dick Waters Invitational Night Relays, we felt the runways might show some wear, but they were the same as when installed. Our only disappointment with all-weather surfaces is that we did not install them sooner.

Keep Baseball Safe

(Continued from page 10)

balls cannot pass through or under it. Balls passing through a backstop may endanger spectators as well as players.

In the way of personal equipment the webbing in the glove is the biggest problem. This should be checked regularly for any signs of wear. Spikes

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are sometimes a cause of difficulty because players buy ill-fitting shoes — usually too large — or because the spikes separate from the shoe and become a hazard. Players are often reluctant to wear a cup within the supporter, but with a little urging they will accept the wisdom of the idea. All parts of the catcher's equipment must be in good repair, but the mask is of primary importance. The bars of the mask must be secure and sufficiently firm to withstand the shock of a foul tip. Batting helmets are now compulsory in game situations but players must be reminded of the advisability of wearing a helmet while taking batting practice.

Pre-Season Training

Good habits can be instilled in the players if the coach insists on certain methods from the first day of practice. By the time the season gets underway, the safe approach will be the accepted routine. During the time of pre-season practice, whether it be indoors or outdoors, certain procedures must be clearly understood. The first is that balls and bats have a place. Baseballs that are not in use belong in the ball bag and no other place. Foul balls must be returned immediately to the player who is feeding the pitcher. Do not allow the home plate area to become surrounded with bats carelessly strewn here and there. After a player finishes batting, it is his responsibility to return his bat to the rack.

When the team begins to engage in batting practice, all pitchers must realize that their purpose is not to fool the batters. They should be instructed to indicate to the batter the type of pitch they are about to throw.

The pre-season period is an excellent time for the team to practice drills in sliding. Sliding is probably the principal cause of baseball injuries. Sliding practice should be con-

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ducted in a regular pit if the team has this type of facility. For teams that begin the season indoors, sliding practice can be conducted on a gymnasium floor if players are taught to slide along the outside of the calf rather than on their hip. Long pants or sweat pants are the only equipment needed, and it is better if players remove their sneakers during the first few trials. One other item which will reduce the number of injuries is an adequate warm-up before the player steps onto the field. The first thing a player must learn to do on reporting for practice is to warm up with a run and catch some balls. Then he is ready for the day's practice session.

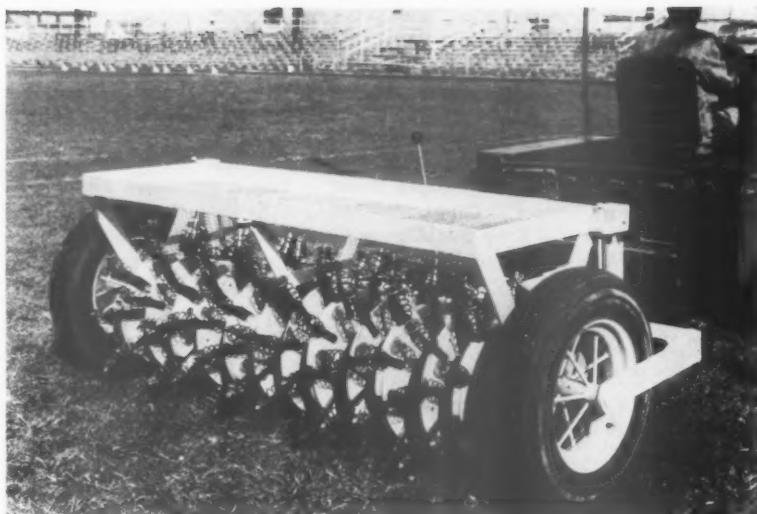
Pre-Game Drill

There are many routines which the player must learn during the pre-season training period because they are the safest. These routines then

JOHNN LaPLACE played three years of varsity baseball for City College and was selected for the all-star team of the Metropolitan Conference. During the war he played three years of service baseball at Eglin Field, and following the war played three years of minor league baseball with the Phillies and White Sox farm systems. After one year as freshman coach, LaPlace was elevated to varsity coach. This year marks his sixth season at that post at CCNY.

become a part of the pre-game drill or a practice that is part of the game situation. During the pre-game drill players should not be allowed to mill about the batting cage. Apart from the fact that they are in danger of getting hit, there should be some aspect of the game they can work on rather than wasting their time. It is not advisable to have the batter run out his last hit, where he places himself in danger of being hit by the infielder or by a ball being thrown to the first baseman.

The infielder must stand out of line of the batter in the cage as much as possible. Thus a cage with sides is superior to the flat backstop. The infielder should not assume that a player knows the ball is to be hit to him; he should call out the player's name first. This adds life to the infield. He must be absolutely certain to hit between the pitches to the batter so that no player has two balls hit at him at the same time.



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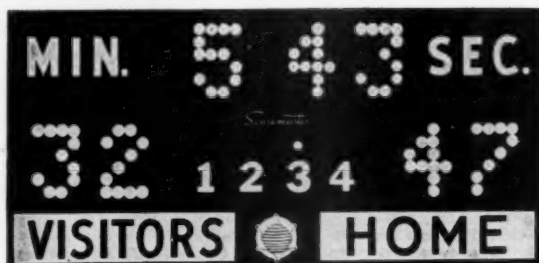
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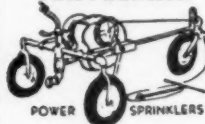
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The batting practice pitcher must work steadily and quickly, but when fly balls are hit to the infield he must wait until the ball is caught before he delivers the next pitch. He can load his pockets with balls in order to work faster, but he must be careful not to have a spare in his glove so that he can defend himself in case a ball is hit back to him. Use of the screen to protect the batting practice pitcher is advocated, but some pitchers develop bad habits in trying to throw over the screen.

Batting practice can be greatly expedited by the use of a feeder to help the pitcher. The feeder must be careful to stand about halfway between the pitcher's mound and second base. He is in the safest position at this point. Players must be warned to roll the ball to the feeder because several balls may come to him simultaneously. Infielders must be certain to return balls hit by the batter in the cage to the feeder and not make a play to any base with these balls. The only ball thrown around the infield is the ball batted by the infield hitter.

Game-Time Practice

During the game the two great hazards are fly balls and slides. In at least one pre-season session the coach must explain in detail the conventional rule that pertains to fly balls and the priorities which exist between the various players. Then drills should be conducted with these rules in effect so that no player will ever be in doubt whether or not it is up to him or his teammate to back away from a fly ball.

Another cause of accidents is sliding indecision. When a player goes into second base, he must make up his own mind. At third base the coach must help him, and at home plate the batter is on deck. In both of these instances, instruction must be precise and clearly indicated by gesture.

A sandlot trick which is seen every once in a while is that of a baseman feigning to receive a ball in order to make a runner slide. A player who does such a thing should be reprimanded by his coach because there is nothing as pointless as this play. As a matter of fact, it is good sportsmanship for infielders to tell runners to stand up when there is no play and a slide is not necessary.

The last point is a plea for those on the bench — the players and the coach. Be sure that the bench is placed a sufficient distance from home plate so that those who are on the bench are in no danger of being hit by a batted ball or by a thrown bat.

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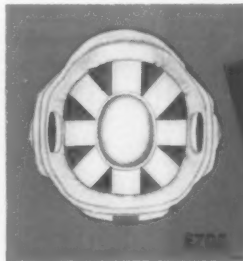
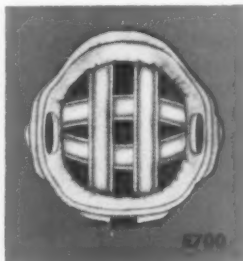


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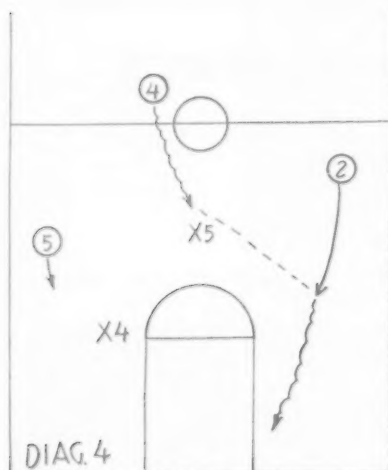


Zone Press

(Continued from page 12)

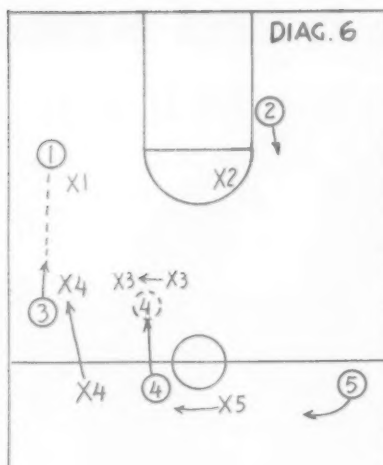
stop the play by guarding O4 out. As O2 receives the pass, he dribbles, but X4 goes to guard him so he passes to O5 who is cutting for the goal.

As shown in Diagram 6, O1 passes to O3, and X3 zones so that the pass-



ing lane to O4 is cut off. When O5 sees this happen, he cuts to the side of the court as shown in Diagram 7. O3 passes to O5 as he comes up to meet the pass. O4 who was zoned by X3 in front, now runs the middle lane. Since X4 moves in to take O3, O5 is in the clear so he dribbles down the side and into the goal for a lay-up if X5 does not move back. If X5 does move back, O4 is in the outer half of the free throw circle and can receive the pass. Then O2 fills in the other outside lane, going to the goal. O5 can pass either to O4 or O2, whichever player is open (Diagram 8).

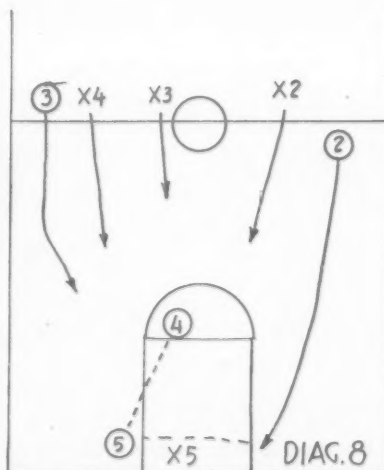
An important thing is to make the zone expand and cover a larger area



by having players O3, O4, and O5 go deep into their front court so that

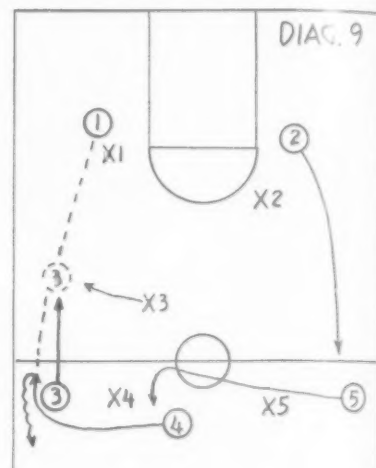


X4 and X5 move back in case O3, O4 or O5 get in behind them. If O1 is a



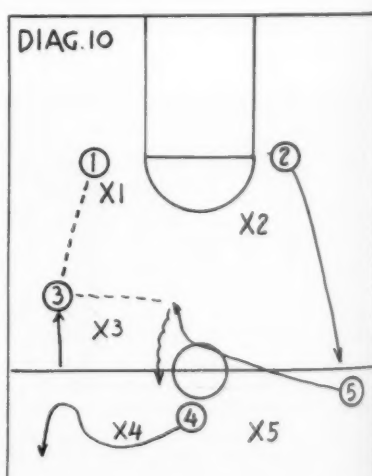
good dribbler, he may be able to get around X1 and X3.

When O2 has the ball, the same plays work on his side of the court as on the side O1 is on. A variation which can be used as the situation demands is shown in Diagram 9 which varies the plays shown in Diagrams 2 and 3. When O3 goes to meet a pass from O1, then O4 should go to the side as X3 presses O3. O5 cuts into



the center so that O3 may pass to O4 or O5. Then O2 comes down the side as shown. Here again, we are trying to get a three-on-two situation. Diagram 9 shows O1 passing to O3 and O3 to O4. As O4 turns and dribbles, O5 turns and runs the center lane. Then O2 goes down the side lane to set up a three-on-two situation.

As shown in Diagram 10, O1 passes to O3. O3, on seeing O5 open in the center, passes to O5 who turns and dribbles down the center. O4 and O2 fill in the side lanes and break for the goal as the three-on-two situation develops.





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* Y. A. Tittle and his running mate in these photos, Hugh McElhenny, of the San Francisco 49er's, are members of the famed Wilson Football Advisory Staff.

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Gymnasium Construction

(Continued from page 10)

to save on those limited funds yet get additional floor space, and much-needed equipment. Spectators are interested only in the activities that take place down on the floor; therefore, it is not necessary for them to see over to the opposite balcony.

Another innovation, which might be used when the location of the school is on low ground is to lay the court boards opposite the customary arrangement. By nailing the maple flooring across the main court instead of parallel to the sidelines, the shorter span is less apt to expand and extend the lengths far enough to cause the floor boards to bulge in damp weather.

A third innovation, which reduces construction costs without shrinking floor space for teaching stations is to surround the gymnasium with other school rooms. This plan decreases the number of expensive faced-brick needed, and eliminates a great deal of heat loss, which occurs when all outside wall surface is used.

When approaching the majority of

school sites, the huge gymnasium generally juts out in bold relief. This type of construction frequently brings criticism of the school board policies from many taxpayers who do not know about the first cardinal principle of education. They complain that funds were voted for new school rooms and all they received was a big gymnasium. The new Downers Grove health plant is walled in by the auditorium on the east, school classrooms on the south, and the foyer on the west, using the same building line as the school rooms.

Long-range planning and printed advice helped make this building a national model of economy in construction, and it is providing facilities that will offer an efficient health and physical education program.

Numerous exits make it possible for the building to be cleared of spectators in a few minutes. In addition, the exits and room arrangements allow the varsity teams and physical education classes to leave the dressing rooms without walking over the playing floor. Due to the amount of available space there are three basketball courts on the main floor, rooms under the balcony shelves, and the cleared

decks themselves. There is also a varsity wrestling room, space for instruction in gymnastics, after a lapse of 15 years due to lack of space, a remedial instruction laboratory, many courts for recreational games, and plenty of room for equipment storage, both permanent and current. Most valuable to an all-around program is the large amount of floor space for separate teaching stations. Thus a wide variety of activities can be taught in each class period. These activities help to meet the needs of pupils of every physical type.

Every new gymnasium which is built should be just a little better than the ones which preceded it. As soon as he starts to work in a new building, an alert instructor sees where improvements can be made. For this reason careful, long-range planning is important in order that errors which have crept into one structure need not be repeated in a later project. Since the teachers and coaches are the ones who will be using the facilities, they are the individuals who know what is needed.

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Illustration shows classrooms three stories high along the south side of the gymnasium.

capacity by 40 per cent use the balcony decks on all four sides of the gymnasium. Surround the gymnasium with classrooms in order to save construction costs on the roof and walls, heat loss, and tuck-pointing expense. Use the plan for low-hanging girders to cut wall costs and reduce expenses on inside telescoping partitions. Decide upon the activities which will be taught ahead of time so that courts, apparatus fasteners, and equipment holders can be incorporated into the wall structure as the walls are erected.

When it is completed, the basement indoor track will follow the large perimeter of the building and make possible year-round running practice.

Regardless of the type building decided upon, do not let the architect tell the school board what to build. Call in the teachers and permit them to explain to the architect what they need. Then the plans can be drawn so that everyone will be able to do effective work when classes are started in the new building.

A new addition of classrooms is being built along this wall of the gymnasium, covering up the expensive faced brick.



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NEW BOOKS

Offensive Basketball, by Frank McGuire. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. Three hundred and thirty-six pages. Publication date Dec. 8. Received for review Dec. 9. Price \$4.95.

Frank McGuire has prepared a very fine book and both he and his publisher are to be commended for the extensive use made of illustrations. There has been a trend recently to skimp on the number of illustrations to the detriment of a book. Among some of the items which McGuire stresses are the developing of individual attack abilities, building a style of play, preparing for attack situations, game organization and drills, and practice outlines.

This is one of the finest basketball books available.

How to Improve Your Trampolining—How to Improve Your Gymnastics for Girls and Women—How to Improve Your Apparatus Activities—Advanced Tumbling. Published by the Athletic Institute, 209 S. State St., Chicago 4, Ill. Publication date Dec. 1. Received for review Dec. 5. Price 50 cents each.

Similar to the other books in the series, the illustrations and text are taken from the slide films. Newt Loken of the University of Michigan served as consultant on all four films. Erna Wachtel, coach of the women's 1956 Olympic team, also assisted in the preparation of the women's film.

Hitting the Ball

(Continued from page 45)

bat is moved about, the batter will develop a hitch in his swing, making it necessary for him to time two things, the ball and the hitch. It is more difficult to hit the ball on the button. Moving the bat gives the pitcher a psychological advantage. He will catch the hitter when he is not ready.

11. Relax but Be Alert: When a hitter is at the plate, it is essential for him to be physically relaxed but mentally alert in order to react when the ball is released by the pitcher. If he is too tense, there will be jerky motions in the whole hitting process. If he is not mentally alert, the ball may get by before he is able to react to it.

We try to make these fundamentals common knowledge among our players so they will be able to check each other during hitting practice. Over the years this procedure has helped our team batting average.

High Jumping

(Continued from page 30)

tions are involved in the combined Dumas-Reavis technique.

It is also necessary to consider the approach speed. The fast approach which was condemned for so long is beginning to find supporters today. Great care should be taken to consider all of the implications of a fast approach before we adopt it without reservation. First of all, there is the indisputable fact that the faster the body is moving above the bar, the faster must be the motions of legs, arms, and other body parts since there will not be as much time to complete them in the course of the jump. A coach must consider the difficulty of changing from a fast run which drives the body forward to a sudden vertical take-off. There are certainly strains on the ankle and knee of the jumping leg that can cause trouble. It seems obvious that a jumper in making a fast

approach indoors, is going to have some heel trouble when he tries to achieve the correct backward lean at the take-off from a hard board surface. Before jumping on the speedy approach bandwagon, we must remember that Dumas, the present world-record-holder, has one of the slowest approaches. The question arises whether he might go higher if he increased his approach speed somewhat. We feel that the jumper's approach speed must be governed by two factors. They are the type of jump he is using and the ability he shows to speed up his motions above the bar. It seems quite sensible to discount more speed in the approach if the boy being trained is already having trouble with slow leg action above the bar. Until he can speed up his motions above the bar, he is likely to have even more trouble if he attempts to speed up his approach.

If the jumper is taking off close to the bar, there seems to be danger in having him increase his approach speed. If he uses the regular stomach roll, he will have to master the vertical jump effectively in order to handle a fast approach. If, on the other hand, he takes off farther away from the bar because of the increased speed, he is going to put some of the spring

which should go into vertical motion into forward motion. We think it might be advisable to experiment with a longer though not much faster approach.

With high jumpers all over the world, and many of high school age, closing in rapidly upon the 7-foot mark, high jumping technique deserves the close study that has been given to distance running and weight throwing. If United States jumpers are to keep pace with those in the balance of the world, coaches must give the event close study.

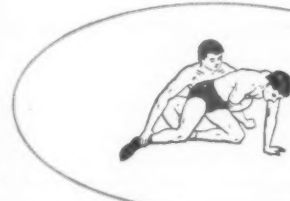
From Here and There


(Continued from page 4)

participating when compared with the 1953-'54 period. Those five sports were softball, archery, rifle, six-man football, and horseshoe pitching . . . Almost two-thirds of Wisconsin's football playing schools reported an increase in attendance during the past season, while 20 per cent reported a decrease. Of interest is the fact that 10 schools, although failing to win a game, reported an increase, while 16 of the 50 schools which indicated decreases had winning seasons — one was undefeated.

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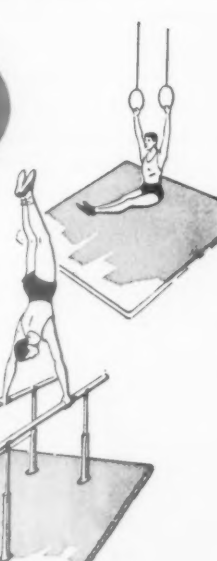




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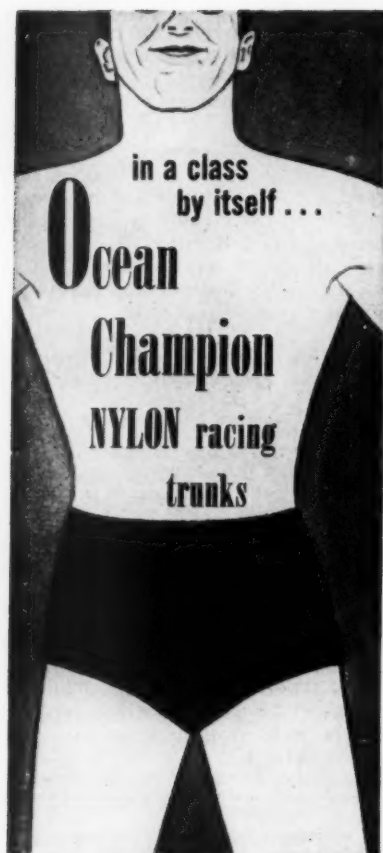


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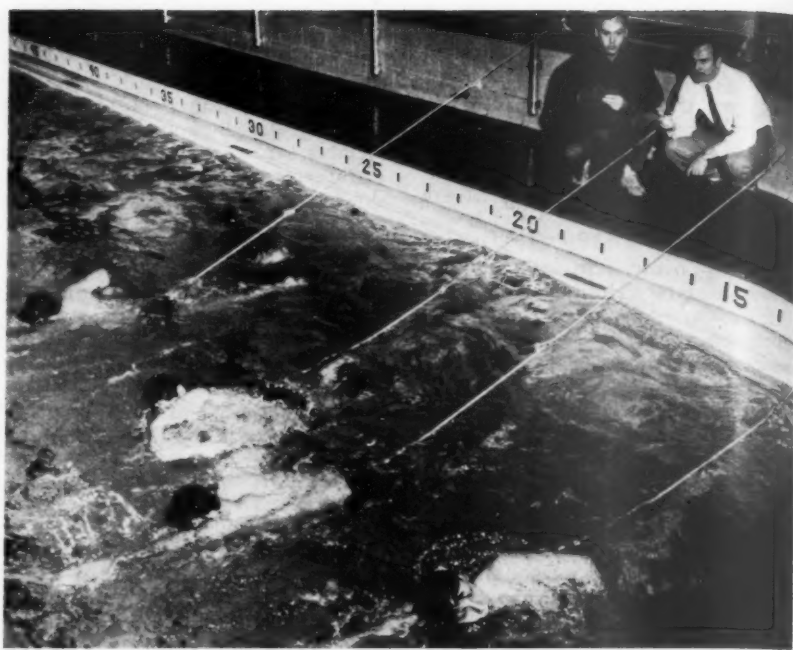
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Elbow Room in the Swimming Pool

By H. C. COLLINS and CHARLES SCHLEGEL

Department of Physical Education, Uniondale, L. I., New York, High School

DUE to the size limitations of many swimming pools and the number of participants who want to try out for the swimming team, we feel it is necessary to increase the number of swimmers by using an organized and uniform practice method.

At a time when the largest number of boys are participating or when interest is at its height, the coach finds himself trying to get a team ready and separate the competitive swimmers from the beginners. Very often the latter process is carried out with minimum observance of the candidates and certainly very little participation by the candidate himself, particularly if the boy is new to the sport. Minimum observance, no matter how astute a coach's judgment may be, is not fair to the young candidate who

has some desire and may need only a few extra weeks to show that he could develop into a contributing member of the team. Too many times promising youngsters are cut from the team due to the lack of time and space needed to train them. In other instances, boys will often stop coming out because of the lack of space in which to train; or the lack of interest on the part of the coach who finds himself busy working with established competitors.

Quite a problem is presented in the early stages of practice due to limited space, number of participants, and their different events. In the average pool containing five lanes, the maximum swimming capacity would be three swimmers to each lane. Better conditions would permit one to two

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Dept. 24

swimmers in each lane. This amount of space provides only 10 to 15 swimmers an opportunity to practice during a single workout. By using the swim-belt the pool capacity can be increased almost three times the original amount.

Boys who start their training early find it difficult to work out due to the crowded conditions under which they must swim. It is not only annoying, but the workout is less effective for the older as well as the younger performer when he has to break stroke constantly in order to get out of the way. This factor alone discourages many young athletes who would normally develop into good swimmers.

In order to cope with this overcrowded situation and to try and develop as many swimmers as indicate a desire to participate, we have used the swim-belt.

By placing belts around the pool, almost three times as many boys are able to get into the water at the same time. We place four swimmers every 10 feet, thus permitting 20 swimmers to work out on either side of the pool. In addition, the diving area and two lanes, one on either side of the center lane, are open for more advanced practice. The belt also affords the coach an opportunity not only to observe, but to correct the swimmer's stroke and determine his strength and condition. Practice sessions can be shortened and the coach can conduct two swim sessions if he deems it necessary. The belt is equally useful for pre-season workouts in the case of the veteran performer. By using a time method we can determine the condition of our returning swimmers. A record is kept during the season of the number of minutes the swimmer can stretch the belt successfully. As he tires, the belt will pull him back to the pool's edge. A swimmer is timed from the moment the belt is fully extended until he is drawn back. A student leader or manager can do this timing and recording for the pre-season workouts.

Since swimming is the type of activity where a coach is working constantly with the overload principle, practice sessions can become long and boring especially during the very early weeks

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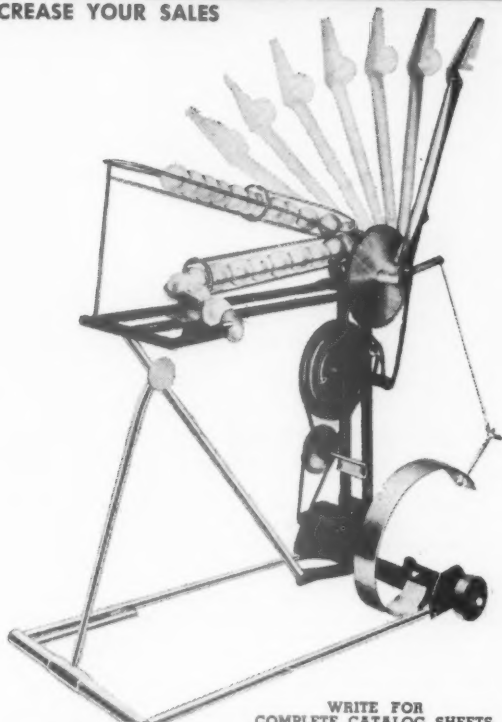
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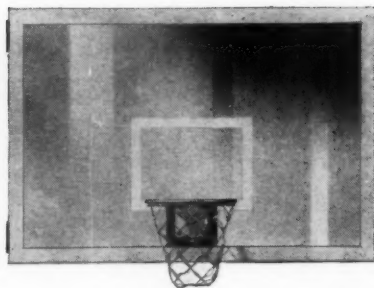
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before the start of the meets. The belt can eliminate some of the drag and length of practice because there will be more work and less standing around waiting to work out.

Some typical workouts are as follows:

During the first week we are concerned primarily with organization, breakdown, and seeing what type of form each boy has and what corrections must be made. By using the belt 40 boys can be run through swimming skills in a practice session and each candidate can be given individual attention. If a coach is swamped with new candidates, he can run them through in a week by devoting a small part of each practice session to this work, and give each boy individual attention. Then those boys who have some ability can be given more strenuous workouts. The others are not discouraged, but are put into intramural swimming programs and encouraged to work out harder. This type of program will afford a feeder line to the swimming team.

Second week workouts for the team should be conducted with the belt. The coach's main interest now is to teach, correct, and condition his team. We do not want to imply that the belt is the secret to the development of a champion swimmer. It is strictly an aid and we believe there is nothing that will take the place of swimming, and then swimming some more. It is our opinion that in addition to the belt, the swimmers will undergo other normal phases of any swimming practice. The belt only seems to allow each member an uninterrupted workout for a definite period of time.

A typical work schedule is as follows:

	Kick	Pull	Swim	Rest	Repeat
1st week	2 min.	2 min.	2 min.	2 min.	—
2nd week	3 min.	3 min.	3 min.	2 min.	—
3rd week	4 min.	4 min.	4 min.	2 min.	—
4th week	5 min.	5 min.	5 min.	2 min.	—

Work on the belt is not done in a sprint fashion. We recommend three-quarters speed in extending the line to the point where it will give no further. Time is not recorded for work on the belt until it is fully extended. During the four-week program we have our middle lane open so some boys who are improving rapidly can swim laps and practice their particular events. There is also enough space for the divers to work out. The drills are conducted en masse. In this way we get maximum use of the pool. Our time is budgeted and at the end of the mass swimming drills we have the group go into other drills, exercises, and individual specializations.

Drills for Teaching Volleyball Skills

By ROBERT H. McCOLLUM

VOLLEYBALL, the recreational team sport which ranks third in world popularity, was devised as a stopgap activity to augment the indoor gymnastics programs during the winter months. William Morgan developed this sport in 1895 in an effort to provide an activity of mild exercise for business men members of the Holyoke, Massachusetts, YMCA. Little did he realize how vigorous an activity would evolve, or how far-reaching would be its popularity.

The literature on volleyball embraces many books and articles covering the phases of rules, fundamentals, and team strategy. However, there is little material which gives suitable drills on fundamentals for aiding the young or new players.

In devising adequate drills, the instructor must meet the following criteria: 1. Drills must be based on sound fundamental skills and concepts. 2. They must be simple enough to be useful for young or inexperienced players. 3. With slight modifications, they must be adaptable for use by both large groups in the physical education classes, and for the organized varsity-type athletic teams.

The setting drill can be used either in a circle formation or a double-line

ROBERT McCOLLUM graduated from Slippery Rock Teachers College and then served with the army in Germany. During 1955, while studying for his master's degree, he coached the University of Oregon freshman track team to an undefeated season. He then coached at Douglas High School, Dillard, Oregon and last year assisted in the Eugene, Oregon schools while working toward his doctorate. This year, while finishing his work, he is serving as a graduate assistant in physical education at the University of Oregon.

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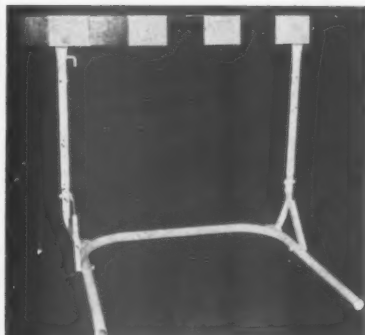
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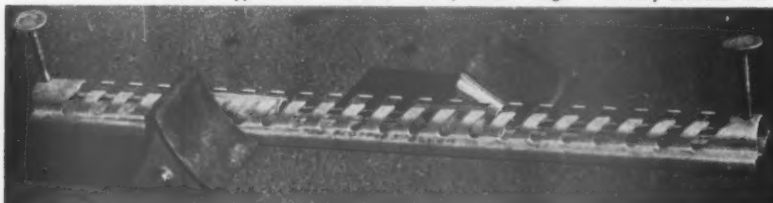
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formation, depending upon the number of boys involved and the amount and shape of the available space. In this drill, the ball is passed across to a player on the other side, using the two-hand chest pass. The receiver should get under the ball.

Variation 1: Use one player in the center to get any short pass, especially early in the season or for young, inexperienced players. The coach may make this drill a contest between groups by seeing which group can keep the ball in play the longest without a violation.

Variation 2: Require the player receiving the ball to call out the name of the man to whom he will pass before he actually passes the ball.

Variation 3: This is the same as variation 1, but with the players kneeling in the circle.

Variation 4: Same as variation 1, with the players sitting in the circle.

A drill which we call the chest-pass turn involves the chest pass, combining with it the skill of facing the passer, pivoting under his pass, and then facing the next receiver, all before the ball is touched. Any number

of participants may be accommodated in this drill, depending on the available space.

The players line up about ten feet apart, all facing the first player. Using the two-hand chest pass, the first player passes the ball to the second player, who pivots under the ball while it is in the air until he is facing the man behind him. Then he passes the ball to the third player. The drill continues down the line and back, with each player turning 180° under the ball while it is in the air, before passing it to the next player. Getting the ball high in the air should be stressed.

A rope or net should be erected at net height for the next three drills. The drill shown in Diagram 1 uses the skills of the preceding drill with special stress on ball control, and the added difficulty of getting the ball over the net or rope.

A1 faces A2, and lob passes to A2, who returns a two-hand chest pass. Then A1 pivots under the ball until he is facing B1, and passes the ball over the net with a chest pass. B1 faces A1, pivots under the ball until he is facing B2, and passes the ball to B2 with a chest pass. A1 and B1 go to the ends of their respective lines. A2 and B2 move up to take

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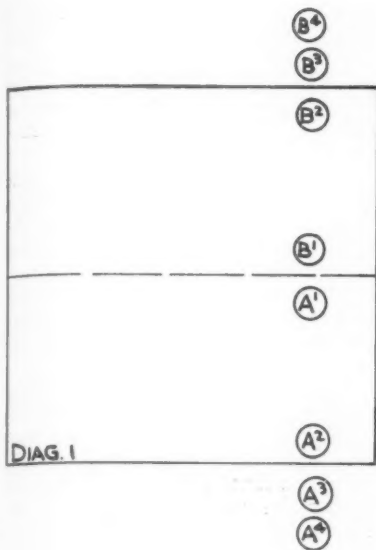
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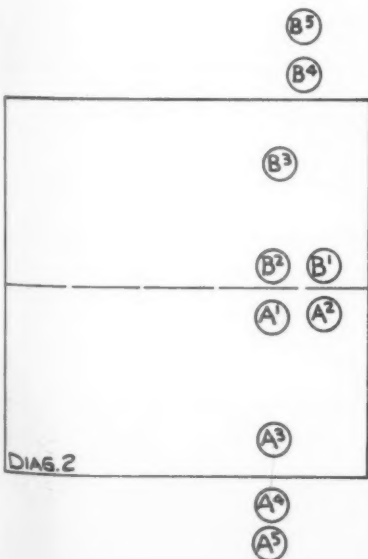
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their places, and A3 and B3 take the back court positions as the drill continues.

Scoring points is the ultimate objective of the game. We use the spiking drill (Diagram 2) because it involves the basic fundamentals of passing, setting, and spiking. Even the smaller players who are normally setters take their turns as spikers because of the eye-hand coordination involved. Experience has shown us that the runt of one season often grows into the lanky spiker in a few short months.

The spiker, who is right-handed, is position A1. A3 passes to A2, who sets for spiker, A1. The side then rotates counterclockwise so that A4 becomes the passer. A3 becomes the





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NATIONAL FOOTBALL CLINIC

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March 16, 17, 18, 19, 1959

Sincerely,
Dr. H. G. Scott
Clinic Director

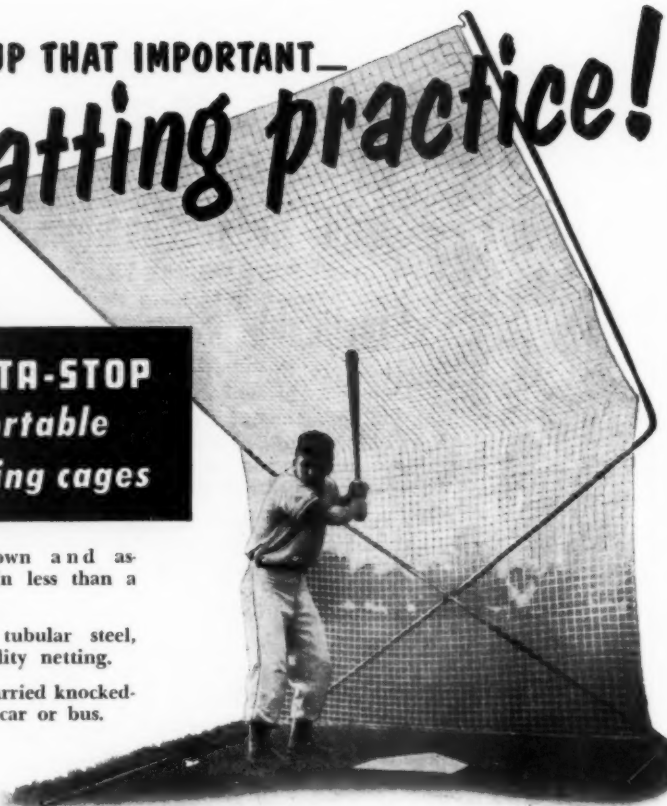
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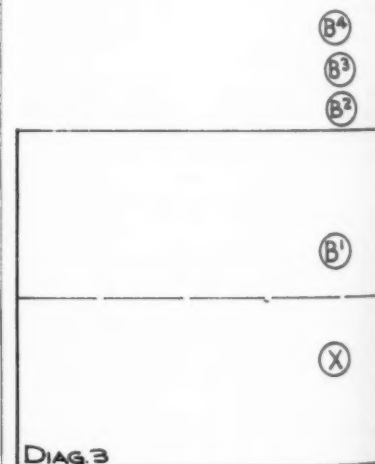
setter, A2 becomes the spiker, and A1 goes to the end of the line. Notice that side B is arranged in a similar manner. After B1, B2, and B3 have defended the spike they become the spiking offense, side A is the defense, and the drill continues.

Perhaps the most neglected phase of volleyball instruction is the serve. Each player should start with the underhand serve and then advance to the overhand serve when he has mastered its easier counterpart. However, encourage the player to stay with the overhand serve after he has developed the proper control.

The serving drill (Diagram 3) may be used for either serve, and the several variations of each. The instructor may wish to control this drill completely at first. This is easily done by having the ball served only on the command or whistle.

A1 serves the ball over the net. B1 plays the serve to an imaginary front line teammate, and then retrieves the ball for B2. B2 becomes the new server as B1 goes to the end of the line. A1 moves to position to receive the serve from B2, and the drill continues.

It will be noticed that in instances where the volleyball court and net are used, the drill has been diagrammed at the side of the court. Another group can be set up at the opposite side of the court, and a third group added in the middle if necessary. In actual teaching situations we have had as many as 74 boys participating profitably in drills in a small gymnasium that contained only two volleyball courts.



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